Introductory Grammar of Urdu

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by

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Foreword

The National Council for Promotion of Urdu Language (NCPUL), an autonomous organisation under the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India, has been set up to promote, develop and propagate Urdu language. The Council is also responsible for taking appropriate action for making available in Urdu language, the knowledge of scientific and technological development as well as knowledge of ideas, evolved in the modern context. To meet the above objectives the Council has decided to launch a Certificate Course for learning Urdu through the distance mode. The learning material has been specially prepared by a team of experts drawn from different Universities and Institutions as well as the inhouse experts. The material was discussed and scrutinised by the committee members under the supervision of Prof. Gopi Chand Narang. It is hoped that teaching through distance mode will meet the wide spread demand for the learning of Urdu.

The present book has been written by Prof. Ravinder Gargesh and Dr. Chander Shekhar of the University of Delhi. There are many approaches to discuss the structure of a language. The committee's effort has been to present the book in as simple a form as possible. Thus every effort was made to keep the use of technical terms to the bare minimum and to adopt an approach which is simple and easily graspable.

I hope that the book will meet the requirements for which it has been prepared and the students of Urdu will find it of great value.

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Dr. M. Hamidullah Bhat
Director

</div>

Contents

Block I

In this block you will study the basic sentence structure of Urdu. You know that when we speak or write we do not use words in any order we like. This is because language has a definite structure. The basic sentence structure of Urdu will be seen in terms of units called Noun Phrase and Verb phrase. In the later blocks all the elements which we will discuss will be integrated into the sentence structure shown in this block. All aspects of grammar will be explained and illustrated with the help of examples.

This block will consist of three units :

Unit 1   Sentence Structure of Urdu

Unit 2   Noun Phrase

Unit 3   Verb Phrase

Each unit will be followed by a self-check exercise which you are expected to complete after reading each section. The key to self-check questions is provided at the end of each block. This will be followed by a set of sample questions to which you will write your answers on a separate sheet of paper and send it to NCPUL. A glossary of the words used in the examples and exercises is given at the end of the book.

Unit I
Sentence Structure of Urdu

Structure

1.1.0   Objectives

If you read this unit carefully, you should be able to

- understand the basic sentence structure of Urdu
- know the concepts of subject and predicate
- perceive subject-verb agreement
- identify the object in a sentence

1.1.1   Introduction

You know that when we speak or write Urdu we do not use words in any order we like. This is because the expressions we speak or write have a definite structure. This makes us all use sentences in the same way. If we change the basic pattern then sentences at times may not sound proper or may not even be acceptable. In this unit we will look at the basic sentence structure of Urdu.

All grammatical categories like the noun, pronoun, verb, adverb, adjective etc. find their proper place in sentence structure. In fact these categories become clear when we see how these function within a sentence. Therefore, we begin the lesson by viewing the basic sentence structure of Urdu.

1.1.2 Sentence Structure

All languages are studied in terms of their sentence structure. The sentence has been recognised as the largest unit according to which the grammar of a language is organised. Look at the two sentences below:

لڑکا آیا   (1)

The boy came.

لڑکا آم کھاتا ہے   (2)

The boy eats a mango.

In sentence (1) we have the noun لڑکا (boy) and the verb آیا (came). The noun in the beginning of a sentence is called the **subject** of a sentence and the verb form is simply called the **verb**. In sentence (2) the first word is the noun لڑکا (boy) and there is another noun آم (mango) and there is the verb form کھاتا ہے (eats). In this case the noun that performs the action is the subject, i.e., لڑکا (boy), and the words denoting the action performed are called verb which in this case is کھاتا ہے (eats). The second noun on which action is performed, i.e, آم (mango) is called the **object**. Therefore, we can say that Urdu has two basic sentence structures:

1. SUBJECT VERB (SV) or
2. SUBJECT OBJECT VERB (SOV)

1.1.3 Subject and Predicate

Traditionally, the structure of a sentence is said to be consisting of two parts called the **Subject** and the **Predicate**.

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Look at the sentences below:

لڑکا آیا (1)

The boy came.

لڑکی آئی (2)

The girl came.

In sentences (1) and (2) the nouns لڑکا (boy) and لڑکی (girl) are the respective subjects while the verb forms آیا/آئی (came) are the predicate. Look at another sentence :

لڑکی آم کھاتی ہے (1)

The girl eats a mango.

Here, لڑکی (girl) is the subject and the expression آم کھاتی ہے (eats a mango) is the predicate.

You may have noticed that in 1.2 we have talked about SUBJECT-VERB (SV) or SUBJECT OBJECT VERB (SOV) as the basic sentence structure of Urdu. It is better to see the sentence in terms of these units rather than simply as SUBJECT AND PREDICATE, since the predicate does not distinguish between the verb and the object.

1.1.4 Subject - Verb Agreement

In Urdu language the verbs (or even adjectives) carry **gender** markers of masculine or feminine. These markers are controlled by the gender of the subject. All subjects (nouns) are either masculine or feminine in gender. Look at the sentences given below:

لڑکا آیا (1)

The boy came.

لڑکی آئی (2)

The girl came.

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(3) دروازہ کھلا

The door opened.

(4) کھڑکی کھلی

The window opened.

You will see that in the sentences 1 & 3 the verb is followed by the marker ۱... /ā/. This is the masculine marker. It stands for both living things like لڑکا (boy) or non-living things like دروازہ(door). In sentences 2 & 4 the verb form لڑکی(girl) and کھڑکی (window) are followed by the feminine marker ی / ī /. Thus the feminine marker occurs because animate entities like لڑکی(girl) and the inanimate ones like کھڑکی (window) are feminine in gender.

Another kind of agreement is between plural subjects and the verbs (even the adjectives) that follow. Look at the following sentences:

(5) لڑکے آ گئے

The boys came.

(6) دروازے کھلے

The doors opened.

(7) لڑکیاں آ ئیں

The girls came.

(8) کھڑکیاں کھلیں

The windows opened.

In all these sentences the verb carries an additional marker and so do the nouns. The kind of plural markers that the noun takes will be discussed in Unit-I of Block-II. Here it may be enough to point out that ے /ē/ is the masculine plural marker of nouns like لڑکے(boys) and دروازے(doors) and the ے /ē/ is also attached to verb forms and hence we get آ ئے (came)

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and کُھلے (opened). However, یاں /iā̃/ is the feminine plural marker of forms like لڑکیاں (girls) and کھڑکیاں (windows) and یں / ī / is added to the verb forms giving us آئیں (came) and کُھلیں (opened).

However the **subject verb agreement** becomes clear in the sentences such as:

(9)   لڑکا آم کھاتا ہے

The boy eats a mango.

(10)   لڑکی آم کھاتی ہے

The girl eats a mango.

In sentences 9 and 10 the masculine and feminine forms of the verbs are governed by the subject and not by the object آم (mango) which is masculine.

Self - Check Exercise

1.   Identify the subject, object and verb in the below-given sentences and write them down in the space provided:

(a)   لڑکا گیا

The boy went.

Subject : ....

Verb   : ....

(b)   لڑکا سیب کھاتا ہے

The boy eats an apple.

Subject : ....

Verb   : ....

Object   : ....

(c)   حامد کتاب پڑھتا ہے

Hamid reads a book.

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Subject : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

Verb : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

Object : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

2. Write plural forms of the following sentences in the space provided:

(a) لڑکا کیلا کھاتا ہے

(singular)   The boy eats a banana.

(plural)   ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

(b) لڑکی سیب کھاتی ہے

(singular)   The girl eats an apple.

(plural)   ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

3. Identify subject and predicate in the sentences given below and write them in the space provided:

(a) حامد گیا

Subject : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

Predicate : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

(b) لڑکا آم کھاتا ہے

Subject : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

Predicate : ⋯⋯⋯⋯⋯⋯⋯⋯⋯

4. Indicate whether there is gender agreement between subject and verb in the sentences given below:

	No	Yes	
(a) لڑکی آیا	⋯⋯⋯	⋯⋯⋯	
(b) لڑکا آئی	⋯⋯⋯	⋯⋯⋯	
(c) حامد سیب کھاتا ہے	⋯⋯⋯	⋯⋯⋯	
(d) سیما کتاب پڑھتی ہے	⋯⋯⋯	⋯⋯⋯	

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1. Identify the subject and predicate in the below-given sentences and write them down:

(a) حامد سیب کھاتا ہے

(b) لڑکا گیا

2. Rearrange the following sentences according to the subject-verb agreements:

لڑکا	آئی
حامد	کھلی
سیما	جاتا ہے
دروازہ	آیا
کھڑکی	کھلا

3. Make three sentences consisiting of subject-verb or subject-object-verb constituents. The following may be used:

احمد	کھاتی ہے	حامد	کتاب	آیا
آم	کھاتا ہے	سیما	پڑھتا ہے	پڑھتی ہے

....

Unit 2
Noun Phrase

Structure

1.2.0 Objectives

After reading this unit you will be able to understand the role of the noun phrase in a sentence. You will

● come to know the structure of a noun phrase

● see that the place of the noun phrase is in the subject or in the object position

● know the place that grammatical categories like nouns and adjectives have in the noun phrase

1.2.1 Introduction

You have already read in Unit-1 that a sentence can be seen as consisting of two parts, the noun phrase and the verb phrase. We will look at the noun phrase in this unit. You will

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read about the verb phrase in Unit-3

The noun phrase is a unit of a sentence that can function as a subject and as an object.

1.2.2 Noun phrases consisting only of nouns

The **noun phrase** as a unit of a sentence that functions as a subject and as an object generally, contains a noun like لڑکا (boy), لڑکی (girl) or some other common noun or a proper noun or a pronoun like:

میں	تم	ہم	آپ	وہ
I	you	we	you(hon.)	he/she/they

(The Noun will be discussed in Block-II Unit-1 and the Pronoun in Block-II Unit-2)

Such words that begin the noun phrase are called head of the phrase, and at times this head word may be alone in a phrase as in:

(1)   احمد   آیا

Ahmed came.

(2)   لڑکی   انار   کھاتی   ہے

The girl eats a pomegranate.

In sentences (1) and (2)   احمد (Ahmed)   and لڑکی(girl) are nouns that serve as subjects of the two sentences respectively. In sentence (2) انار(pomegranate) is a noun that functions as an object.

1.2.3 Noun phrases consisting of nouns and modifiers

The noun (N) in the noun phrase (NP) can be modified giving us a bigger noun phrase. One way of modifying is by placing a modifier (adjective) before the noun. For example:

(1) لڑکا ٹھنڈا پانی پیتا ہے
   N Adj.   N
        NP

The boy drinks cold water.

(2) دادی گرم چائے پیتی ہے
   N Adj.   N
        NP

Grandmother drinks hot tea.

In sentences (1) and (2) ٹھنڈا (cold) and گرم (hot) are adjectives, modifying the nouns پانی (water)and چائے (tea) respectively thus giving us an NP consisting of an adjective+noun.

1.2.4 Noun phrases consisting of noun and modifier phrases

The noun phrase can also consist of more words, i.e., it can consist of a noun and an adjectival phrase placed before the noun. An **adjectival phrase** is a phrase or a group of words whose head-word is an adjective. For example:

(1) بازار میں بہت اچھا سامان بکتا ہے
Very good things are sold in the market.

(2) لڑکا بہت اچھی کتاب پڑھتا ہے
The boy reads a very good book.

In sentence (1) the modifier phrase is بہت اچھا (very good) and in (2) it is بہت اچھی (very good). These along with their nouns form the noun phrases.

1.2.5 Noun phrases as subjects, direct objects and indirect objects

As you may have noticed and it needs to be mentioned

also that noun phrases function as subjects, direct objects and indirect objects. Look at the sentence below:

لڑکا لڑکی کو کتاب دیتا ہے (1)

The boy gives a book to the girl.

Here the subject, the direct object and the indirect object noun phrases consist of single nouns ,i.e., لڑکا (the boy), لڑکی (the girl) and کتاب (book) respectively. Look at another sentence:

حامد چھوٹی بہن کو ایک اچھا تحفہ دیتا ہے (1)

Hamid gives a good gift to the younger sister.

In sentence (2) the direct object and the indirect object consist of their modifiers along with their nouns, i.e., اچھا تحفہ (a good gift) and چھوٹی بہن (younger sister) respectively.

Self - Check Exercise

1. Identify noun phrases in the sentences given below and write them in the space provided.

(a)   کمی لڑکی یہاں رہتی ہے

....

(b)   نیک آدمی ہمارے گھر آیا

....

حامد کتاب پڑھتا ہے

....

2. Add a subject noun phrase in the sentences given below:

(a)   .... گھر جاتا ہے

(b)   .... کھانا کھاتا ہے

(c)   .... بازار جاتا ہے

3. Fill in the noun phrases in the space given below:

(a)   حامد .... گھر لایا

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(b) رادھا.................کھاتی ہے

(c) سیما.................دھوتی ہے

Sample Exercise

1. Identify the noun phrases in the sentences given below and write them down:

    (a) لڑکا آیا

    (b) احمد کتاب پڑھتا ہے

    (c) حامد موہن کو تحفہ دیتا ہے

2. Make three sentences using the following words:

    آم   کھاتا ہے   دیتا ہے   کتاب

    آیا   کو   موہن   حامد

3. Identify and write down the indirect and direct objects in the sentences given below:

    (a) احمد موہن کو کتاب دیتا ہے

    (b) موہن حامد کو خط لکھتا ہے

....

Unit 3
Verb Phrase

Structure

1.3.0 Objectives

If you read this Unit carefully, you will be able to

- identify the structure of a verb phrase

- understand that the verb phrase consists of various other constituents like a verb and a noun phrase

- perceive that the verb is the central constituent of a verb phrase

- see that other constituents like the verb, adverb, postposition, object etc. form a part of the verb phrase.

1.3.1 Introduction

You already know that a sentence of Urdu consists of a noun phrase and a verb phrase. The verb phrase has a verb in

its centre and all other constituents like adverb, object etc. are connected to it. These various constituents are defined in terms of their roles in the verb phrase.

1.3.2 Verb Phrase (VP)

You have already been introduced in Unit-1 to the concepts of the subject and the predicate. All **verb phrases** are predicates but within the predicate we have a verb followed by nothing or it may have one or two nouns.

1.3.3 VP with a single verb

Verb phrase in a sentence may consist of a single verb if the verb is **intransitive**, i.e, a verb which by its nature does not take an object. A fuller discussion of the transitive/ intransitive verbs will take place later, i.e, in the next section 1.3.4 as well as in Block III section 3.4.2. However, for the time being it may be enough to know that the intransitive verbs are like:

آنا	جانا	چلنا	بیٹھنا	اٹھنا
to come	to go	to move	to sit	to rise

Thus, we have the sentences:

<div dir="rtl">لڑکا آیا</div> (1)

The boy came.

<div dir="rtl">لڑکا گیا</div> (2)

The boy went.

In the above sentences while لڑکا (the boy) is the subject, the verbs آیا (came) and گیا (went) alone constitute the verb phrase. So here VP=Verb(intransitive) and the structure of the sentence is SV.

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1.3.4 Transitive and Intransitive Verbs

In section 1.2 you saw that the basic sentence structure of Urdu is either SUBJECT-VERB (SV) as in the sentence below:

لڑکا آیا (1)

The boy came.

Or Subject Object Verb (SOV) as in the sentence

لڑکا آم کھاتا ہے (2)

The boy eats a mango.

It is necessary to understand that in sentence (1) there is no object while sentence (2) has an object. This depends on the nature of the verb. It can be said that there are two kinds of verbs: **intransitive** and **transitive**. The former takes only one noun as the subject whereas the latter takes two nouns out of which the first is the subject while the second is the object. Therefore, in sentence (1), the single noun لڑکا (boy) occurs because آیا (came) is an intransitive verb. On the other hand the verb کھاتا ہے (eats) is transitive and it takes two nouns, i.e, لڑکا (boy) and آم (mango). Out of these the noun which is the doer of the action indicates the subject and the noun which is goal of the action is the object. Thus, لڑکا(boy) is the subject of the sentence and آم(mango) is the object of the sentence.

1.3.5 VP and the Direct and Indirect Objects

Urdu has another set of verbs which take two objects and these are called **di-transitive** verbs. The verbs لکھنا (write) and دینا (to give) belong to this category. Look at the sentences given below:

لڑکا لڑکی کو کتاب دیتا ہے (1)

The boy gives a book to a girl.

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(2) حامد موہن کو خط لکھتا ہے

Hamid writes a letter to Mohan.

Sentences (1) & (2) have two objects each, i.e, لڑکی(girl) and کتاب(book), and موہن(Mohan) and خط(letter) respectively. In these two sentences the nouns کتاب(book) and خط(letter) are **direct objects** because they are more important for they answer the question respectively:

(3) لڑکا کیا دیتا ہے؟

What does the boy give?

(4) حامد کیا لکھتا ہے؟

What does Hamid write?

لڑکی (girl) in sentence (1) and موہن in sentence (2) are **indirect objects** for they answer the question respectively:

(5) لڑکا کسے کتاب دیتا ہے؟

Whom does the boy give a book to?

(6) حامد کسے خط لکھتا ہے؟

Whom does Hamid write a letter to?

An indirect object is an additional noun which is not absolutely essential in a sentence. For example we can have the following sentences:

(7) لڑکے نے کتاب دی

The boy gave a book.

(8) حامد نے خط لکھا

Hamid wrote a letter.

However, it should be noted that in a sentence of Urdu the indirect object comes first and the direct object comes afterwards. In such cases the structure of the sentence would

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be **Subject - Indirect object - Direct object-Verb.**

Self - Check Exercise

1. In the sentences given below identify whether the verb is transitive or intransitive:

    (a) احمد کھانا کھاتا ہے   Transitive/Intransitive

    (b) لڑکا دوڑتا ہے   Transitive/Intransitive

    (c) وارث گھر آتا ہے   Transitive/Intransitive

    (d) لڑکی کتاب پڑھتی ہے   Transitive/Intransitive

2. Identify the direct and indirect objects and write them down:

    (a) احمد موہن کو اُردو پڑھاتا ہے

    Ahmed teaches Urdu to Mohan.

    direct object   : ....

    indirect object : ....

    (b) عادل موہن کو کتاب دیتا ہے

    Adil gives a book to Mohan.

    direct object   : ....

    indirect object : ....

    (c) سیما سارا کو تحفہ دیتی ہے

    Seema gives a gift to Sara.

    direct object   : ....

    indirect object : ....

Sample Excercise

1. Identify the transitive/intransitive verbs in the below given sentences and write them down:

    (a) لڑکی آئی

    (b) سیما سیب کھاتی ہے

(c) ‫موہن غزل سنتا ہے‬

2. Make fifteen sentences using the following words:

‫بازار‬   ‫چلا‬   ‫گیا‬   ‫آیا‬   ‫کھاتا ہے‬

‫سیب‬   ‫گاتی ہے‬   ‫کہتا ہے‬   ‫پڑھتی ہے‬   ‫سنتا ہے‬

‫گانا‬   ‫غالب‬   ‫احمد‬   ‫ریحانہ‬   ‫غزل‬

‫شعر‬   ‫کتاب‬   ‫سیما‬   ‫موہن‬   ‫پان‬

3. Identify the direct/indirect objects in the sentences given below and write them down:

(a) ‫احمد کتاب پڑھتا ہے‬

(b) ‫حامد موہن کو غزل سناتا ہے‬

(c) ‫سیما خط لکھتی ہے‬

(d) ‫لڑکی پھول لائی‬

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Block I

Unit 1

1. (a) subject : لڑکا (b) subject : لڑکا (c) subject : حامد

   verb : گیا   verb : کھاتا ہے   verb : پڑھتا ہے

             object : سیب   object : کتاب

2. (a) لڑکے کیلے کھاتے ہیں   لڑکا (b) لڑکیاں سیب کھاتی ہیں

3. (a) subject : حامد   (b) subject : لڑکا

   predicate : گیا   predicate : آم کھاتا ہے

4. (a) No   (b) No   (c) Yes   (d) Yes

Unit 2

1. (a) لمبی لڑکی   (b) ہمارے گھر   نیک آدمی، (c) کتاب، حامد

2. (a) زمین لڑکا   (b) چھوٹا بھائی   (c) بڑا لڑکا

3. (a) میٹھے آم   (b) لال سیب   (c) زیادہ کپڑے

Unit 3

1. (a) Transitive   (b) Intransitive

   (c) Intransitive   (d) Transitive

2. (a) Direct object   اُردو   (b) Direct object   کتاب

       Indirect object   موہن   Indirect object   موہن

   (c) Direct object   تحفہ

       Indirect object   سارا

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Block II

In this block you will come to know about the Nouns, Pronouns, Adjectives and Numerals of Urdu. All these categories are important for the making of a noun phrase. In fact the noun and the pronoun are central to the noun phrase while the adjectives and the numerals serve as modifiers of the noun in a noun phrase.

This block consists of four units:

Unit 1 : Nouns

Unit 2 : Pronouns

Unit 3 : Adjectives

Unit 4 : Numerals

Each unit will be followed by a self-check exercise which you are expected to complete after reading each section. The key to self-check questions is provided at the end of each block. This will be followed by a set of sample questions to which you will write your answers on a separate sheet of paper and send it to NCPUL. A glossary of the words used in the examples and exercises is given at the end of the book.

Unit 1
Nouns

Structure

2.1.0   Objectives

If you read this unit carefully, you will be able to

- identify nouns
- know the shapes of nouns in terms of gender distinctions
- know the shapes of nouns in terms of number

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- know the shapes of nouns in different cases

- recognise the different types of nouns

2.1.1 Introduction

You already know that nouns function as the central part of noun phrases. In this unit you will look at the different forms of nouns in terms of gender, number and the cases in which they occur. You will also learn about the different types of nouns.

2.1.2 Noun

Noun is an important category of the vocabulary of a language. It is the centre or nucleus of the noun phrase. In Urdu most nouns have different form endings depending on gender, number and the case in which they appear. Broad categories of nouns include the proper and common noun, concrete and abstract nouns. E.g, :

Proper Nouns	Common Nouns	Concrete Nouns	Abstract Nouns
لکھنؤ ، گنگا	کرسی ، میز	دروازہ ، کتاب	خوشی ، غم
Ganga Lucknow	chair table	door book	sorrow happiness

2.1.3 Gender

In Urdu all nouns are divided into two categories: masculine and feminine. This division is arbitrary. It is not motivated by meaning, e.g. پھل (fruit) is masculine but آگ (fire) is feminine. Similarly دکان (shop) and زمین (earth) are feminine but مکان (house), سورج (sun) are masculine, and notice

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that here there is no meaning and no natural gender that is involved. سورج (sun) is not masculine in the sense that a boy, a dog and a horse are masculine and زمین (earth) is not feminine in the sense a girl, a cow and a mare are. What is being pointed out here is that the meanings do not decide the gender of a noun.

2.1.3.1 Masculine Nouns

Masculine nouns in Urdu are an important class of nouns, these can be divided into two categories:

(i)   Nouns ending in ا... /ā/

(ii)   Nouns not ending in ا... /ā/

(i)   Masculine nouns ending in /ā/ are the following :

کھیرا	کتا	گھوڑا	دادا	چاچا	لڑکا
cucumber	dog	horse	grandfather	uncle	boy

کپڑا	لوہا	جوتا
cloth	iron	footwear

Look at the following words:

بچہ	قلعہ	راستہ
child	fort	way

In writing, these words seem to be ending in /h/, but actually they are spoken with an /ā/ at the end.

(ii)   Masculine nouns not ending in /ā/ :

Some masculine nouns end in consonants and some in vowels like /ī/ or /ū/.

(a)   Consonant ending nouns:

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کاغذ	شہر	تااب	پُل		اتوار	سوال
paper	city.	pond	bridge		Sunday	question

ل	مذاق	آرام	کھیت		گھر	بندر
year	joke	rest	agricultural field	house	monkey

(b)   / ī / ending masculine nouns:

بھائی	سپاہی	دھوبی	آدمی	پانی
brother	soldier	washerman	man	water

(c)   / ū / ending masculine nouns:

بھالو	آلو	کچالو	آڑو
bear	potato	kachalu	peach

2.1.3.2   Feminine Nouns

Nouns in the feminine gender can also be divided into two groups:

  (i) / ī / ending and,   (ii) non-/ ī / ending

(i)   / ī / Ending feminine nouns:

لڑکی	چاچی	دادی	کھوڑی	بلی
girl	aunt	grand mother	mare	cat

جوتی	کرسی	کھڑکی	کشتی	گھنٹی
footwear	chair	window	boat	bell

گاڑی	چھڑی	ٹوپی	ندی	دلی
vehicle	stick	cap	river	Delhi

انگریزی	ہندی	کہانی	الماری
English	Hindi	story	almirah

(ii)   non - / ī / ending feminine nouns:

Some feminine nouns end in consonants and some in

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vowels like / ā / and /ū/.

(a) Consonant ending feminine nouns:

گیند	کتاب	ناک	عورت	آنکھ
ball	book	nose	woman	eye

تاریخ	جیب	دکان	تصویر	آگ
date	pocket	shop	picture	fire

	پولس	پنسل	دیوار	زمین
	police	pencil	wall	ground

(b) / ā / ending feminine nouns:

گنگا	جمنا	ڈبیا	کتیا	ہوا	دوا
Ganga	Yamuna	small box	bitch	wind	medicine

(c) / ū / ending feminine nouns:

روہو	جورو	بہو	لو
name of a fish	wife	daughter-in-law	hot summer wind

2.1.4 Types of Nouns

Nouns can also be divided into proper and common nouns.

2.1.4.1 Proper Nouns

Proper nouns are a class of nouns that identify personal names, place names and proper names of other things and objects and phenomena etc.

(i) Proper nouns as names of human beings:

رادھا	سارا	حامد	رام	احمد
Radha	Sara	Hamid	Ram	Ahmed

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شبنم	اقبال	غالب	حِنا	راشد
Shabnam	Iqbal	Ghalib	Hina	Rashid

(ii) Names of places etc.:

جامع مسجد	دلّی	چار مینار	تاج محل
Jama Masjid	Dilli	Char Minar	Taj Mahal

برلا مندر	جمنا	نرمدا	آگرہ
Birla Mandir	Yamuna	Narmada	Agra

2.1.4.2 Common Nouns

A common noun can be broadly divided into countable nouns and non-countable (ones having mass) nouns. Countable nouns refer to those things which are separable and are also countable. These can be preceded by numerals such as:

'one'	ایک
'two'	دو
'three'	تین

etc. Countable nouns can further be divided into human, non-human, concrete and abstract nouns. For example:

	MASCULINE	FEMININE
HUMAN	چچا	چچی
	uncle	aunt
	لڑکا	لڑکی
	boy	girl

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NON-HUMAN	کُتّا	بِلّی
	dog	cat
	مرغا	مرغی
	cock	hen
CONCRETE	پنکھا	کُرسی
	fan	chair
	دروازہ	کھڑکی
	gate	window
ABSTRACT	جھگڑا	ہنسی
	quarrel	laughter
	بدلہ	خوشی
	revenge	happiness

2.1.5 Number and Cases

Nouns show number in Urdu, i.e., they can be singular or plural. Nouns, both feminine and masculine, may show different forms in different situations in sentences.

Plural forms in Urdu occur in three forms and let us call these forms. Form 1 (direct), Form 2 (oblique), Form 3 (Form of address).

Nouns in Form 1 are normally 'subjects' (doer) of sentences and those nouns that are normally followed by a postposition are always in Form 2. The term postposition will be explained later on, nevertheless, elements like (from/with) میں(in), اُوپر(above) etc. are called postpositions (for details see the Unit on Postpositions). Form 2 (oblique forms) are normally second or the third noun in a sentence, e.g.

چچا لڑکے کو دیکھتا ہے

The uncle sees the boy.

چچا (uncle) is in Form 1 and لڑکے is in Form 2 and is followed by کو (at), a postposition. Form 3 (form of address) is normally the same as Form 2 as in اے لڑکے (you boy).

2.1.5.1 Singular nouns: case forms

Form 1:   Nouns as part of subject.

Examples:

$$\text{(1)} \quad \text{لڑکا کھیلتا ہے}$$

The boy plays.

$$\text{(2)} \quad \text{بچہ آم کھاتا ہے}$$

The child eats a mango.

The nouns لڑکا (boy) and بچہ (child) belong to Form 1.

Form 2 : Nouns as part of object (oblique).

Examples:

Nouns in Form 2 (oblique case) are always followed by a postposition such as:

کا   سے   پر   کو

of   from   on   on

Look at the sentences below:

$$\text{(3)} \quad \text{لڑکے کو آم دو}$$

Give the mango to the boy.

$$\text{(4)} \quad \text{بچے سے کتاب لو}$$

Take the book from the child

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Here the nouns لڑکے (boy) and بچے (child) belong to Form2. Look at the sentences below showing nouns in Form3.

Form 3: Noun as part of object (direct).

Form 3 (singular) is the same in the nouns ending in / ā / as in the case of Form 2 (singular) لڑکے سے کہو (say to the boy) and اے لڑکے! (you boy!). The word لڑکے in both the expressions is the same though it has different functions. However, in the non-/ ā / forms there is no difference between Form 1, Form 2 and Form 3 in the singular, e.g.,

$$ \text{(5)} \quad لڑکی \quad آم \quad کھاتی \quad ہے $$

The girl eats a mango.

$$ \text{(6)} \quad کہو \quad سے \quad لڑکی \quad تم $$

You tell the girl.

$$ \text{(7)} \quad کھا \quad آم \quad لڑکی! $$

O girl! Eat the mango.

لڑکی in Form 3 is a form of address. Words like بندر (monkey), نائی (barber) etc. do not show different forms for Form 1, Form 2 and Form 3.

2.1.5.2 Plural nouns: Case forms

The word case refers to the endings that words take because of their position in a sentence. The vocative form is in the form of an address to another person.

Let us now turn to the plural forms which are also represented differently in the three forms.

Look at the Table below:

	Form1 (Direct)	Form2 (Oblique)	Form3 (Vocative)
/ ā / ending masculine noun			
Singular	لڑکا boy	لڑکے boy	لڑکے ! boy
Plural	لڑکے boys	لڑکوں boys	لڑکو ! boys
Non-/ ā /ending masculine noun			
Singular	گھر home	گھر home	–
Plural	گھر homes	گھروں homes	–
/ ī / - ending feminine noun			
Singular	لڑکی girl	لڑکی girl	لڑکی ! girl!
Plural	لڑکیاں girls	لڑکیوں girls	لڑکیو ! girls!
non-/ ī /:ending (/ ā /-ending) Feminine noun			
Singular	چڑیا bird	چڑیا bird	–
Plural	چڑیاں birds	چڑیوں birds	–
Consonant ending feminine noun			
Singular	کتاب book	کتاب book	–
Plural	کتابیں books	کتابوں books	–

Your attention needs to be drawn to the forms of the

masculine nouns which are slightly different:

	Form 1	Form 2	Form 3
Consonant ending masculine noun:	بندر	بندر	بندر
Singular	monkey	monkey	monkey
Plural	بندر	بندروں	بندرو
	monkeys	monkeys	monkeys
/ ī / ending masculine noun:			
Singular	نائی	نائی	نائی
	barber	barber	barber
Plural	نائی	نائیوں	نائیو
	barbers	barbers	barbers
/ ū / ending masculine noun:			
Singular	بابو	بابو	بابو
	clerk	clerk	clerk
Plural	بابو	بابووں	بابوؤ
	clerks	clerks	clerks

All the above examples do not end in /ā/.

Examples:

لڑکا کھانا کھاتا ہے   Form 1 (Direct)   (1)

The boy eats food.

لڑکے کو کھانا دو   Form 2   (2)

Give food to the boy.

لڑکے ! جلدی لکھ   Form 3   (3)

Boy! write quickly.

لڑکے کھانا کھاتے ہیں   Form 1   (4)

The boys eat food.   Direct plural

لڑکوں کو کھانا دو	Form 2	(5)
Give food to the boys.	Oblique plural	
لڑکو ! جلدی لکھو	Form 3	(6)
Boys! write quickly.	Vocative plural	
لڑکی کھانا کھاتی ہے	Form 1	(7)
The girl eats food.	Direct	
لڑکی کو کھانا دو	Form 2	(8)
Give food to the girl.	Oblique singular	
لڑکی ! جلدی لکھ	Form 3	(9)
Girl! write quickly.	Vocative singular	
لڑکیاں کھانا کھاتی ہیں	Form 1	(10)
The girls eat the food.	Direct	
لڑکیوں کو کھانا دو	Form 2	(11)
Give food to the girls.	Oblique plural	
لڑکیو ! جلدی لکھو	Form 3	(12)
Girls! write quickly.	Vocative plural	
چڑیا دانہ چگتی ہے	Form 1	(13)
The bird picks the grain.	Singular	
چڑیا کو دانہ دو	Form 2	(14)
Give grain to the bird/birds.	Oblique singular	
چڑیاں دانہ چگتی ہیں	Form 1	(15)
The birds pick the grain.	Direct plural	
چڑیوں کو دانہ دو	Form 2	(16)
Give the grain to the birds.	Oblique plural	
میز چھوٹی ہے	Form 1	(17)
The table is small.	Direct singular	

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میز کو رکھ دو

Place the table. Oblique singular

میزیں چھوٹی ہیں   Form 1   (19)

The tables are small.   Direct plural

میزوں کو رکھ دو   Form 2   (20)

Place the tables.   Oblique plural

Carefully look at the forms of the nouns and the verbs in the above examples. You can also notice that the gender and the number of the noun controls the form of the verb. This is called **Subject -Verb agreement**, i.e., the gender and number of the noun provides the verb with a different shape. For example:

لڑکا سیب کھاتا ہے   (21)

The boy eats an apple.

لڑکے سیب کھاتے ہیں   (22)

The boys eat apples.

لڑکی سیب کھاتی ہے   (23)

The girl eats an apple.

It can be seen that / ā / and / ī / ending in the singular ending masculine nouns give an / ā / and / ī / ending to the main verbs respectively. Additionally, ہے (is) is nasalized to ہیں (are) in the plural. However, singular and plural feminine nouns give only an / ī / ending to the main verb and ہے (is) is nasalized to ہیں (are) in the plural. Therefore, it must be remembered that in order to form a sentence in Urdu, we must first know the gender and number of the noun in the subject.

Self - Check Exercise

1. Identify the nouns in the sentences given below and write them in the space provided:

(a) حامد بازار جاتا ہے

....

(b) موہن کرکٹ کھیلتا ہے

....

(c) احمد کتاب خریدتا ہے

....

(d) بادشاہ قیمتی تاج پہنتا ہے

....

2. Fill in the blanks with proper masculine forms from amongst the words given below:

تخت، تاج، آم، سپاہی، مداری، کھیل، بھالو

(a) شہزادہ .... پر بیٹھا

(b) بادشاہ نے .... پہنا

(c) .... نے .... دکھایا

(d) .... نے تاج دکھایا

(e) .... گھر آیا

(f) احمد نے .... کھایا

3. Fill in the feminine forms from amongst the words given below:

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دیوار   گاڑی   کھڑکی   جوتی   دوا

(a) گھر کی .... گر گئی

(b) اسپتال میں .... بھی ملتی ہے

(c) .... وقت پر نہیں آئی

(d) کمرے کی .... نہیں کھلی

4. Choose the masculine and feminine words from the ones given below and write them in the space provided:

پگڑی   آلو   ندی   گھر   کرسی

قلم   کاغذ   بکری   تلی   پاجامہ

masculine form : ··

feminine form : ··

5. Identify the proper and the common nouns and write them in the space provided:

(a) آگرہ پرانا شہر ہے

proper noun : ··

common noun : ··

(b) دلی ہندستان کی راجدھانی ہے

proper noun : ··

common noun : ··

(c) مدرسے میں پڑھتی ہے

proper noun : ··

common noun : ··

(d) قطب مینار بہت اونچی عمارت ہے

proper noun : ....

common noun : ....

Sample Exercise

1. Write five sentences using masculine nouns ending with /ā/:

چچا دادا گھڑا تالا گھوڑا

2. Identify feminine nouns in the sentences given below and write them down:

(a) اس ندی میں بہت مچھلیاں ہیں

(b) دکان میں کتابیں بکتی ہیں

(c) ڈال پر تتلی بیٹھی ہے

(d) دادی نے دال پکائی ہے

3. Make five sentences using abstract nouns given below:

خوشی جھگڑا فساد ہنسی مذاق فراق

4. Write the plural forms of the words given below:

کرسی تتلی کتاب گھوڑا عورت

....

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Unit 2

Pronouns

Structure

2.2.0 Objectives

If you read this unit carefully, you should be able to

- identify the pronouns of Urdu
- know the different forms of the pronouns

- understand the different functions of the pronouns

- recognise the forms of the pronouns in the direct and oblique cases.

2.2.1   Introduction

In this unit you will come to know about the pronouns of Urdu. You will find that pronouns perform various functions. They refer to people and to things. They can be used for pointing towards others or towards one's own-self. They can be used to ask questions or even to just relate sentences together. The pronouns, though important, are few in number because they are a closed class of words.

2.2.2 Pronoun

The term 'pronoun' refers to a word which can be used as substitute for a noun or a noun phrase. The word pronoun is pro+noun which means for a noun. This word which substitutes a noun or a noun phrase is seen to perform various functions. For performing different functions they have been given different names such as Personal pronouns, Demonstrative pronouns, Reflexive pronouns, Indefinite pronouns and Interrogative pronouns.

Personal pronouns have different shapes in Form-I (direct cases i.e, as subject not followed by a postposition) and Form-2 (oblique cases - i.e, as subject when followed by a postpostion). Let us look at each of these sub-categories of the pronoun.

2.2.3 Personal Pronouns

When pronouns refer to persons, either speakers (Ist person), hearers (IInd person) or other persons (IIIrd person)

then these are called personal pronouns. The personal
pronouns of Urdu are the following:

میں	ہم	تو / تم	آپ
I	we	you/thou	you (polite)

وہ he/she   وہ لوگ they   یہ آدمی this   وہ لوگ those

Read the dialogue below:

احمد: کیا تم نے اردو کی کتاب پڑھ لی ہے؟

Ahmed: Have you read the Urdu book?

سارا: ہاں، میں نے یہ کتاب پڑھ لی ہے

Sara: Yes, I have read this book.

احمد: تم اب یہ کتاب سرلا کو دے دو

Ahmed: Now you give this book to Sarla.

سارا: وہ تو یہ کتاب پہلے ہی پڑھ چکی ہے

Sara: She has already read this book.

کیا تم شاعری کی کتاب لا سکتے ہو؟

Can you bring a book of poetry?

احمد: ہاں، میں شاعری کی کتاب لے آؤں گا

Ahmed: Yes, I will bring a book of poetry.

You can see in the above dialogue that the pronoun وہ
(he/she), تم (you), میں (I) are used by سارا (Sara) and
احمد(Ahmed). In the dialogue pronoun تم (you) sometimes
refers to احمد(Ahmed) and sometimes to Sara. It should be
kept in mind that while a noun such as a proper noun always
refers to the same person or thing, the same pronoun can
refer to various persons etc. in different contexts. Further the
form of the pronoun for both the masculine and the feminine
genders remains the same. Read the table of the personal
pronouns below:

Person	Singular	Plural	Honorific
First(I)	میں	ہم	-
Second(II)	تو تم	تم (لوگ)	آپ
Third(III)	وہ یہ	وہ (لوگ) یہ (لوگ)	وہ

(i). ہم (we) is also often used for میں (I) by authors, editors and even in colloquial speech.

(ii). تو (thou) is used in prayer and in conversation with small children and with intimate friends. When used in anger it expresses disrespect.

(iii). تم (you) can refer to one or more than one person. The word لوگ (people) is often used with it in the plural. It is generally used to address the familiar equals.

(iv). آپ (you) is a polite form for both the singular and plural second persons and sometimes for thirds person آپ نے فرمایا... .

(v). وہ (he/she) can refer to third person singular or plural and is also added as a polite form. لوگ (people) is often used with it in the plural.

2.2.4 Demonstrative Pronouns

Pronouns which refer to or point towards things or persons are called demonstrative pronouns. In Urdu demonstrative pronoun یہ (this) refers to proximate things persons while وہ (that) refers to distant objects, persons.

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(2) Read the dialogue below:

یہ کیا ہے؟
What is this?

یہ کتاب ہے
This is a book.

یہ کیا (چیزیں) ہیں؟
What are these (things)?

یہ کتابیں ہیں
These are books.

وہ کیا ہے؟
What is that?

وہ دوات ہے
That is an inkpot.

وہ کیا (چیزیں) ہیں؟
What are those (things)?

وہ دواتیں ہیں
Those are inkpots.

وہ کون ہے؟
Who is that?

وہ لڑکا ہے
He is a boy.

وہ کون (لوگ) ہیں؟
Who are those (people)?

وہ لڑکے ہیں
Those are boys.

یہ کون ہے؟
Who is he?

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یہ میرا دوست ہے

He is my friend.

The pronouns used in the dialogue are called demonstrative pronouns. The form of these pronouns, i.e., یہ and وہ is similar to the form of the personal pronouns indicating 'he', 'she', and 'it'. These are Form 1 pronouns, i.e., when they occur in the subject position.

When the demonstrative pronouns are followed by a postposition like کو (to), کا (of) and سے etc, i.e, when they are in Form 2, they have separate singular and plural forms. The singular forms are اِس (this) and اُس (that) and the plural ones are اِن and اُن, e.g.:

(3) Read the dialogue below:

اِس کا نام کیا ہے؟

What is his (this person's) name?

اِس کا نام احمد ہے

His name is Ahmed.

اُس کا نام کیا ہے؟

What is his (that person's) name?

اُس کا نام موہن ہے

His name is Mohan.

اِن کو کیا کہتے ہیں؟

What are these called?

اِن کو کپڑے کہتے ہیں

These are called clothes.

اُن کو کیا کہتے ہیں؟

What are those called?

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أن کو دکانیں کہتے ہیں

Those are called shops.

In plurals too (Form 2) the demonstrative pronouns اِنھوں
اُنھوں cannot be followed by a noun. So

اِنھوں نے کہا

is replaced by

اِن لوگوں نے کہا

These people said.

2.2.5 Reflexive Pronoun

A Pronoun which refers to a preceding pronoun in the subject in a sentence is called a reflexive pronoun.

(4)   Read the dialogue below:

یہ کام تم کیسے کرو گے؟

How will you do this work?

یہ کام میں خود کروں گا

I will do this work myself.

تم یہ کام اپنے آپ نہ کرو تو اچھا ہے

It will be good if you don't do this work yourself.

Notice the pronoun خود and اپنے آپ refer to میں, and تم respectively or to the logical subject of the sentence. These are called reflexive pronouns. These are used to indicate when someone does something on one's own without help from anyone else.

میں	خود / اپنے آپ
I	myself
تو	خود / اپنے آپ
you	yourself

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خود / اپنے آپ	تم
yourself	you

خود / اپنے آپ	آپ
yourself	you

خود / اپنے آپ	آپ
yourself	you

خود / اپنے آپ	یہ
himself/herself/itself	he/she/it (near)

خود / اپنے آپ	وہ
himself/herself/itself	he/she/it (at a distance) themselves/they

---

2.2.6   Relative pronoun

A pronoun which refers to an immediately preceding noun or a noun phrase is called a **relative pronoun**.

(5)   Read the sentences below:

(1) میں حامد سے بات کر رہا تھا جو کل بنارس جائے گا

I was talking to Hamid who will go to Banaras tomorrow.

(2) جو سفید گاڑی وہاں کھڑی ہے وہ حامد کی ہے

The white car which is parked there is Hamid's.

Notice that the pronoun جو(who) in sentence (1) and وہ(that), جو (which) in (2) refer to a noun. In sentence (1) جو is equal to حامد(Hamid) and in sentence (2) جو ..... وہ refers to a سفید گاڑی وہاں کھڑی ہے (white car parked there). These examples show that the pronouns used here can refer to a noun or a sentence or even a noun phrase. The function of these pronouns is to introduce an attributive

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subordinate (relative) clause. Such pronouns are called relative pronouns. The form جو occurs in Form 1, i.e., when it is not followed by a postposition. The form of the relative pronoun in form 2 (oblique case) is one which is followed by a postposition like کا and سے etc. Look at the table below:

	Form 1	Form2	Form3
Singular	جو	جس	جس نے
Plural	جو	جن	جنھوں نے

Examples:

(3) جس کتاب کو تم پڑھ رہے ہو وہ بہت اچھی ہے

The book that you are reading is very good.

(4) جس نے یہ کتاب لکھی ہے وہ میرا دوست ہے

(He) who has written this book is my friend.

(5) جس کتاب کا ذکر آپ نے کیا وہ بہت دلچسپ ہے

The book which you have mentioned is very interesting.

(6) جن کو آپ نے بلایا ہے وہ کتنے بجے آئیں گے

At what time will those whom you have called come.

(7) جنھوں نے فارم بھرے تھے ان کا نمبر آ گیا ہے

The turn of those who had filled the forms has come.

2.2.7 Indefinite Pronouns

Pronouns which represent a person or thing without specifying gender or number are called **Indefinite pronouns.**

There are two pronouns کوئی and کچھ which refer to a

person or thing without showing any gender or number distinction. Such pronouns are called indefinite pronouns.

Look at the sentences below:

دیکھو کوئی آ رہا ہے (1)

Look, someone is coming.

اس کے پاس کچھ نہیں ہے (2)

He has nothing with him.

As a pronoun کوئی means 'someone' and کچھ means 'something'. In a negative sentence کوئی نہیں? means 'no one' and کچھ نہیں? means 'nothing' respectively, e.g.:

یہاں کوئی نہیں ہے (3)

There is no one here.

وہ کچھ نہیں کرے گا (4)

He will do nothing.

2.2.8 Interrogative Pronouns

Pronouns which serve to introduce questions are called **Interrogative pronouns**

(7) Read the dialogue below:

وہ کون ہے؟

Who is he?

وہ جد ہے

He is Sajid.

مگر اس کے پاس کیا ہے؟

But what does he have?

اس کے پاس بہت سے کاغذ ہیں

He has a lot of papers with him.

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Notice that in the dialogues there is a pronoun کون (who) and کیا (what). These pronouns are used for introducing questions. These are called interrogative pronouns. As a pronoun کیا (what) means 'what' and کون (who) means 'who' The Form 2 of کون, i.e., before a postposition is as shown below:

	Form 1	Form 2
Singular	کون	کس
Plural	کون	کن کنھوں

Examples:

(1)   یہ کتاب کس کی ہے؟
Whose book is these?

(2)   یہ کپڑے کن کے ہیں؟
Whose clothes are these?

(3)   اتنے کپ کنھوں نے توڑے ہیں؟
Who have broken so many cups?

(4)   یہ کون ہے؟
Who is he?

(5)   یہ کون ہیں؟
Who are these?

2.2.9 Pronouns: Direct and Oblique forms

So far you have looked at pronouns in the subject position which are not followed by any postposition. Such pronouns are said to be in the direct case. Pronouns occuring in the subject positions which are followed by postpositions like کو (to) and سے (from) are said to be in the oblique case.

In Urdu form of some pronouns vary in the two cases.

(8)   Read the dialogue below:

(6)   یہ کام تجھ سے اکیلے نہیں ہوگا

You will not be able to do this work alone

(7)   اسے ہم سب مل کر کر کریں گے

We all will collectively do this.

(8)   کیوں بھائی مجھ پر بھروسا نہیں کیا؟

Why brother, can't you rely on me?

(9)   نہیں تم پر بھروسا ہے لیکن اس کی ذمہ داری
اکیلی تمہاری نہیں بلکہ ہم سب کی ہے

No, I can rely on you, but its responsibility lies not only on
you but on all of us.

Notice that the pronouns ہم سب کی (our/ours),
تمھاری (your/yours), تجھ (you), مجھ (me), ہم (we/us) are some
of personal pronoun forms, which are used before
postpositions like نے ، کو ، پر and سے. These forms
belong to Form 2, i.e., they are oblique forms. In order
to have a look at what happens to direct pronouns میں،
ہم، تو، تم، یہ، وہ let us compare the forms given below in
order to understand their oblique forms:

	Direct	Oblique
First Person Singular(I/me)	میں	مجھ
First Person Plural(we/us)	ہم	ہم
Second Person Singular(you)	تو	تجھ
Second Person singular and Plural(you)	تم	تم

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Third Person Singular(he/she/it)	یہ/وہ	اِس/اُس
Third Person Plural(they/them)	یہ/وہ	اِن/اُن

It may be noted that the personal pronoun آپ (you) which is used as a polite form for the singular second person, as well as for the second person plural, has the same form when used before the postpositions:

آپ نے، آپ کو، آپ میں، آپ سے، آپ کا، آپ پر

The form of آپ shows a pattern similar to those of first person and second person plural pronouns ہم and تم whose forms also remain unchanged in the direct and oblique cases.

Self -Check Exercise

1. Identify pronouns in the following sentences and write them in the space provided:

    (a) احمد کو میں جانتا ہوں

    ....

    (b) وہ سیما کو گھر لایا

    ....

    (c) تم مدرسہ میں پڑھو

    ....

    (d) ہم اردو لکھنا جانتے ہیں

    ....

2. Fill in the blank with a suitable pronoun:

    (a) ....آج یہاں نہیں آیا

    (b) ....ہمارے گھر میں رہتے ہو

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(c) .... اردو پڑھنا لکھنا جانتا ہوں

(d) ....سب مل کر بازار گئے تھے

3. Identify the demonstrative pronouns and write them in the space provided:

(a) وہ آدمی کہاں گیا؟

....

(b) یہ لڑکی کس کی بہن ہے؟

....

(c) وہ لوگ کیا کرتے ہیں؟

....

(d) یہ بچے یہاں اردو پڑھنے آتے ہیں

....

4. Fill in the blanks with demonstrative pronouns:

(a) ....لڑکا گھر جا رہا ہے

(b) ....کار کس کی ہے؟

(c) .... بچہ اس اسکول میں پڑھتا ہے

(d) اس سے پہلے ....اس محلّے میں رہتے تھے

5. Identify the reflextive pronouns and write them in the space provided:

(a) میں خود اس کام کو کر رہا ہوں

....

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(b) تم اپنے آپ اردو پڑھنے کی کوشش کرو

....

(c) ہم آج خود مدرسہ گئے تے

....

(d) کل شام تم خود میرے گھر آجانا

....

6. Complete the following sentences with interrogative
/indefinite pronouns:

(a) واہ! ....خوبصورت بات کہی

(b) ہم اُن کو .... تکلیف نہیں دینا چاہتے

(c) اس کتاب کی قیمت .... ہے

(d) یہ لڑکا .... کا بیٹا ہے

Sample Exercise

1. Complete the sentences by choosing an appropriate
pronoun from amongst the pronouns given below:

ہم، آپ، تم، تمہیں، اُنھیں، اِنھیں، مجھے

(a) ....ان پر رحم کھانا چاہیے

(b) .... اس ملک کا مستقبل ہیں

(c) ....اس شہر سے چلے جانا پڑا

(d) .... گھر سے باہر کب گئے

(e) اِن دنوں .... میں نے نہیں دیکھا ہے

2. Identify the demonstrative/interrogative pronouns in

the sentences given below:

(a) وہ لوگ آج کل یہاں نہیں آتے

(b) وہ کیا کھا رہے ہیں؟

(c) یہ بچے کہاں جا رہے ہیں؟

(d) وہ عورتیں یہاں کب آئی تھیں؟

3. Identify the pronouns in the following sentences and underline them:

(a) وہ لڑکا مجھ سے پڑھتا ہے

(b) یہ استاد ہمیں اردو سکھاتے ہیں

(c) ہمارا گھر اس جگہ سے کافی دور ہے

(d) تمہیں میرے گھر آنا چاہئے

(e) میں تیرے ساتھ بازار جاؤں گا

(f) کل اس کو دلّی جانا ہے

(g) میں تمہارے دوست کو وہاں بھیج رہا ہوں

4. Fill in the blanks with the appropriate direct or oblique form of pronouns:

(a) ....اُردو پڑھتی ہے

(b) آج میرے گھر آنا ہے............

(c) ....کام نہیں آتا ہے

(d) ....کارخانہ میں کیا بنتا ہے؟

(e) ....ان کے ساتھ پیالہ جانا ہے

(f) ....حیدرآباد میں تم سے ملاقات ہوئی

....

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Unit 3

Adjectives

Structure

2.3.0 Objectives

If you read this unit carefully you should be able to

- understand the category known as adjective
- identify adjectives in sentences
- know the various forms of adjectives
- see pronouns functioning as adjectives
- perceive the structure of participles

2.3.1   Introduction

Adjectives are modifiers or qualifiers of nouns. In Urdu, adjectives sometimes change their shape depending on their position in a sentence. This unit will focus on adjectives in the context of their shapes and grammatical positions. Some other categories of words like verbs, nouns and pronouns which also function as adjectives will also be dealt with here.

2.3.2   Adjectives

Adjectives, you already know, modify nouns and so they are the first part of a noun phrase. In a sentence the position of adjectives is mainly before nouns but they can also occur after nouns, where they are postioned along with a verb in a phrase as we shall see in this section. Some adjectives also show agreement with nouns in terms of gender and number while some others do not. Words from some other categories like nouns, verbs and pronouns can also function as adjectives. At the end of the unit, you will read about adjectival phrases, which are units larger than a word and they perform the function similar to that of the single words known as adjectives.

2.3.3   Attributive and predicative adjectives

Adjectives can be classified into two classes: attributive and predicative. Attributive adjectives are those which occur before the noun and predicatives are ones which occur after the noun. Now compare the following examples:

(1)   ساجد اچھا لڑکا ہے

Sajid is a good boy.

(2) ساجد کے پاس نیلی قمیض ہے

Sajid has a blue shirt.

(3) ساجد لال موٹر سائیکل لایا ہے

Sajid has brought a red motorcycle.

(4) یہ لڑکا اچھا ہے

This boy is good.

(5) ساجد کی قمیض نیلی ہے

Sajid's shirt is blue.

(6) ساجد کی موٹر سائیکل لال ہے

Sajid's motor cycle is red.

Observe that in sentences (1), (2) and (3) the adjectives نیلی، اچھا and لال appear before the nouns they qualify, i.e., قمیض، لڑکا and موٹر سائیکل respectively. In sentences (4), (5) and (6) the same adjectives occur after their respective nouns. While the ones in sentences (1), (2) and (3) are called attributive the ones in (4), (5) and (6) are called predicative.

2.3.4   Two basic types of adjectives

Notice that while the adjective کالا (black) shows changes according to number and gender کالا
(black-masculine singular), کالے (black-masculine plural) and کالی (black-feminine singular as well as plural), the adjective لال (red) does not show any change according to number such as لال(lāl),* لالے (lāle),*لالی(lāli). Based on this we can classify all Urdu adjective into two types: کالا (black) and لال(red) type of adjectives. کالا (kālā) adjectives are those which show different forms and لال(lāl) which do not show different forms in different grammatical contexts.

Look at the following sentences:

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(1) وہ کپڑا کالا ہے
That cloth is black.

(2) وہ ساڑی کالی ہے
That sari is black.

(3) وہ کپڑا لال ہے
That cloth is red.

(4) وہ لال ساڑی ہے
That is a red sari.

(5) وہ کالے کپڑے ہیں
Those are black cloths.

(6) وہ ساڑیاں کالی ہیں
Those saries are black.

(7) وہ لال کپڑے ہیں
Those are red cloths.

(8) وہ لال ساڑیاں ہیں
Those are red saries.

2.3.5 Derived adjectives

Adjectives can also be viewed as ones which are derived and ones which are not derived. Those adjectives which are not derived may be called lexical adjectives, i.e, they are entered in the lexicon or dictionary. The ones which are derived adjectives are verbal adjectives. Non derived adjectives are like the words اچھا (good), لمبا (tall), تندرست (healthy) etc. On the other hand the derived adjectives in Urdu are of والا constructions and those of the participles.

2.3.5.1 والا constructions

والا constructions may come with a verbal form or with a noun, e.g., آنے والا کل (the day to come). Here والا occurs with آنے (come), a form of the verb آتا (to come) and the total construction آنے والا modifies the noun کل (kal). Now look at some more examples:

(1) چلتی ہوئی مشین   (2) دوڑنے والی گاڑی

The working machine.   The running vehicle.

(3) گرتے ہوے پتے   (4) گرتی ہوئی دیوار

The falling leaves.   The falling wall.

(5) گرم کی ہوئی چاے   (6) پھیلے ہوے کپڑے

The heated tea.   The spread out clothes.

Here, we have words like,

(7) ساڑی والی عورت   (8) کتاب والی لڑکی

The woman in sari.   The girl with a book.

(9) لمبی ناک والا آدمی

The man with the long nose.

In these examples کتاب (book), ساڑی (sari) and ناک (nose) are nouns. After attaching والا (vala) the total constructions become adjectival modifying the nouns لڑکی (girl), عورت (woman) and آدمی (man) respectively.

2.3.5.2 Participles

Let us now look at the derived adjectives called participles. A participle is an adjective derived from a verb. Participles look or behave like a clause, Notice the sentence below:

پھل دیتے ہوے حمیدہ بولی

While giving the fruit Hamida said.

Here the participle is پھل دیتے ہوئے (while giving the fruit). Any participle can function as an adjective. A participle followed by the form of ہونا (to be) forms an adjectival participle clause like:

روتا ہوا بچہ

The weeping child.

گرتے ہوئے پتّے

The falling leaves.

پھل کھاتے ہوئے بچے

The fruit eating children.

Past participles denote complete action or process. e.g,:

یہاں لوگ بیٹھے ہیں لوگ کھانا کھا چکے ہیں (1)

Here people are sitting. People have had their meals.

یہاں بیٹھے ہوئے لوگ کھانا کھا چکے ہیں (2)

The people sitting here have had their meals.

2.3.6 Direct and oblique form

In earlier sections you have read that it is only the feminine adjectives that do not change form when they occur as part of subject without being followed by a postposition (direct case) and also when they are part of a noun phrase followed by a postposition like کو (to). Look at the forms below:

Noun (masculine)	Direct Form (Form 1)	Oblique Form (Form 2)
Singular	اچھا لڑکا	اچھے لڑکے (کو)
	The good boy.	To the good boy.
Plural	اچھے لڑکے	اچھے لڑکوں (کو)
	The good boys.	To the good boys.

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Here forms like اچّھا (good) occur only as part of subjects in the singular and they are not followed by any postposition. In the other positions, i.e, when it is followed by a postpostion like کو (to) it changes to اچّھے (good). In the direct case the plural form is لڑکے while its plural oblique form is لڑکوں. However, in the case of adjectives modifiying feminine nouns there is no change of form and only a form like اچّھی (acchi) occurs. Look at the forms below:

Noun (Feminine)	Direct Form (Form 1)	Oblique Form (Form 2)
Singular	اچّھی لڑکی The good girl.	اچّھی لڑکی (کو) To the good girl.
Plural	اچّھی لڑکیاں The good girls.	اچّھی لڑکیوں (کو) To the good girls.

2.3.7 Degree of comparison

Normally adjectives show three degrees of comparison: simple (positive), comparative and superlative. Notice that in Urdu these forms are grammatical, i.e, they dont have marked endings except in some frozen forms like:

اچّھا سب سے اچّھا زیادہ اچّھا بد ترین ؛ بدتر بد

best   better   good   worst   worse   bad

رام کی قمیض شام کی قمیض سے بہتر ہے

Ram's shirt is better than Shyam's shirt.

یہ میز بہتر ہے

This table is better.

Often بہتر (in place of اچّھا) is used in the sense of 'good', therefore we also find the usage of:

بہت بہتر

Much better

To describe the comparative in Urdu we generally use
سے. When we use سے the adjective follows. So the
construction becomes Noun+سے+adjective, e.g.:

وہ احمد سے چھوٹا ہے (1)

He is younger to Ahmed.

یہ کتاب پہلی کتاب سے اچھی ہے (2)

This book is better than the earlier one (book).

In Urdu we also use words like بہ نسبت or نسبتاً instead of
سے, e.g.:

حامد کی بہ نسبت اختر زیادہ پڑھا لکھا ہے (3)

Akhtar is more educated than Hamid.

Now notice the following sentences:

رادھا دونوں لڑکیوں سے بڑی ہے (4)

Radha is elder to both the girls.

دونوں لڑکیوں میں رادھا بڑی ہے (5)

Radha is elder of the two girls.

Notice that the first sentence indicates an absolutive
structure referring to all the girls around (two of them) while
the second indicates amongst the two girls.

Superlatives are described by using سب سے e.g.

یہ سب سے اچھا مکان ہے (6)

This is the best house.

2.3.8   Izafat

Urdu has borrowed some forms from Persian where the
adjective is placed after the noun and the two are joined

together by a /-e-/ or a/-ye-/ sound. *This joining of the noun with the following adjective is called Izafat, which is shown by a diacritic mark called* zer *or* kasra (ِ). Look at the examples below:

Form with Izafat	Form without Izafat
مردِ نیک	نیک مرد
a good man	a good man
عہدِ زریں	زریں عہد
golden period	golden period
دلِ غمگیں	غمگیں دل
sorrowful heart	sorrowful heart
شبِ تاریک	تاریک شب
dark night	dark night

2.3.9   Pronouns as adjectives

Some pronouns forms are also used as adjectives. The important categories which have shapes like the pronouns are demonstrative and indefinite adjectives.

Demonstrative pronouns, as has been mentioned in the Unit on Pronouns (2.2), have the form یہ (this) for proximate he, she, it and وہ (that) for the distant 'he, she, it'. Look at the sentences below:

(1)   یہ   لڑکا   ایک   کتاب   لایا   ہے

This boy has brought one book.

(2)   وہ   لڑکی   ایک   کتاب   لائی   ہے

That girl has brought one book.

The demonstrative adjective وہ/یہ (this/that) are always followed by a noun like لڑکا/لڑکی (boy/girl) etc.

Similarly, the indefinite pronoun forms like کوئی and

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کچھ also function as adjectives when they modify a noun with an indefinite number meaning 'some' or 'any', e.g.:

(3) آپ سے ملنے کوئی شخص آیا ہے

Some person has come to meet you.

(4) مجھے کچھ کتابیں چاہئیں

I want some books.

The form کوئی and شخص in the setences above express the idea of 'some' and they modify the nouns شخص and کتابیں respectively.

2.3.10 Adjectivals

Adjectival function is also performed by dependent clauses. Dependent clauses are structures like a sentence which depend on another sentence or clause for their fuller meaning, e.g:

(1) وہ بچوں کودیکھ رہا ہے بچے میدان میں کھیل رہے ہیں

The children are playing in the ground. He is looking at the children.

(2) وہ ان بچوں کو دیکھ رہا ہے جو میدان میں کھیل رہے ہیں

He is looking at those children who are playing in the ground.

Here جو میدان میں کھیل رہے ہیں is the dependent clause which qualifies the noun بچوں (children).

Self - Check Exercise

1. Identify the adjectives in the sentences given below and write them in the space provided:

(a) گھر میں ایک بڑا حوض ہے

....

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(b) مدرسہ میں ذہین بچے پڑھتے ہیں

....

(c) چاندنی چوک میں عمدہ و نفیس چیزیں ملتی ہیں

....

2. Fill in the blanks:

(a) احمد .... طالب علم ہے

(b) ساجد .... گھرانے سے تعلق رکھتا ہے

(c) بچے .... چیزیں پسند نہیں کرتا

(d) .... کالج میں اردو کے بہترین استاد پڑھاتے ہیں

3. Underline the Simple/Comparative/Superlative degrees in the sentences given below:

(a) یہ جگہ بہتر ہے

(b) اس ہوٹل میں عمدہ ترین غذا ملتی ہے

(c) اس بازار میں بہت مہنگی چیزیں بکتی ہیں

(d) یہ بچہ اپنی کلاس کا ذہین ترین طالب علم ہے

(e) عموماً کند بچے اچھے نمبر نہیں لا پاتے

4. Give the comparative and superlative forms of the given below words and make sentences with them:

خوب ، اہم ، سخت ، پسندیدہ ، بلند ، تیز

5. Add the forms والا ، والے ، والی to a noun and also make appropriate changes, if any, in the sentences given below:

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(a) ....سبزی بیچ رہا تھا

....

(b) ....دکان پر نہیں تھا

....

(c) ....تانگہ چھوڑ کر بھاگ گیا

....

(d) ....لوگ چھوٹی چھوٹی باتوں کا بُرا نہیں مانتے

....

(e) ....ہمیشہ اچھا کام کرتے ہیں

....

Sample Exercise

1. Use adjectives in the comparative degree in the below given sentences:

(a) یہ باغ اُس باغ سے .... ہے

(b) انسان دوستی ہر امر .... سے ہے

(c) ہندستان دوسرے ملکوں سے .... ہے

(d) احمد تمام طالب علموں سے .... نہیں ہے

2. Complete the sentences and underline the adjectival phrase:

(a) ....بہترین داستانیں قلمبند کیں

(b) ....کی اہم کتابیں اُردو بازار میں ملتی ہیں

(c) ....خراب عادتوں نے تباہ کردیا

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(d) .... کے زمانے میں مشہور و معروف عمارات بنائی گئیں

3. Use the following to make sentences in the comparative degree :

کے آگے، کے سامنے، کےمقابلے

4. Make sentences with the given below adjectives:

حسین شجاع امیر بے ایمان تیزرفتار کڑوا مضبوط

5. Give the comparative and superlative forms of the adjectives given below and use them in your own sentences:

نفیس حسین خراب تلخ شیریں

6. Make ten sentences using the following:

اہل والا والے والی

....

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Unit 4

Numerals

Structure

2.4.0   Objectives

If you read this unit carefully, you will be able to

● know the major types of numerals

● understand how numerals function as adjectives

● distinguish between cardinals, ordinals and multiplicatives

● recognise the important functions of the numerals

2.4.1 Introduction

Numerals are a uniform group that designate numbers,

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quantities and other countable divisions. This unit will define numerals and see their function in sentences. Also different sub-classes of numerals like cardinals, ordinals and multiplicatives will be made clear with appropriate examples.

2.4.2 Numerals

Numerals in Urdu are a class of words which are mainly adjectives in expression like چار دن (four days) تین گنا منافع (three fold profit) etc. There numerals refer to numbers, quantities and other units which are countable. Sometimes a few numerals also function as indefinite pronouns, e.g., سب (all), بہت (much), کچھ (some) etc. The numerals can be seen as definite as well as indefinite. The definite numerals refer to numerals such as دس (ten), چار (four), بیس (twenty) etc. The indefinite numerals are general in nature such as referred by بہت سے (several), تھوڑے سے (few) etc. However in this unit we will focus on definite numerals which have the main sub-groups as cardinals, ordinals, multiplicatives and fractions.

2.4.3 Cardinals

Cardinals are subsets of numerals which refer to basic numbers like ایک (one), دو(two), تین (three), سو (hundred) etc. These are adjectives of لال type because they do not show gender agreement, e.g.:

تین کرسیاں	تین میزیں	ایک گھوڑی	ایک گھوڑا
three chairs	three tables	one mare	one horse

ایک (one, is singular and the rest are plurals. The form of these numerals does not change due to gender or its place in the sentence, i.e., while modifying nouns, e.g.:

ایک لڑکا پڑھ رہا ہے
One boy is studying.

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ایک لڑکے کو بلاؤ

Call one boy.

2.4.4 Ordinals

Ordinals are a subset of numerals which refer to a position or a part of something.

The first four and sixth ordinals are:

چھٹا   چوتھا   تیسرا   دوسرا   پہلا

sixth   fourth   third   second   first

in the remaining واں is added to any numeral to convert it into an ordinal:

سواں،   اکیسواں،   دسواں،   ساتواں   پانچواں

hundredth   twenty first   tenth   seventh   fifth

These ordinals are of the کالا (black) type for they change according to number and gender. Look at the examples below:

کالی بلی   کالے کپڑے   کالا کپڑا

black cat   black cloth   black cloth

دسویں لڑکی   دسویں لڑکے   دسواں لڑکا

tenth girl   tenth boy   tenth boy

2.4.5 Multiplicatives

Multiplicatives are also a sub group of the numerals. These are formed by adding one of the following:

گنا   گنی،   بار،   دفعہ،   مرتبہ،

times   times   times   times   times

(i)   Size or quantity is generally denoted by using

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گنا after a numeral:

دو گنا(دُگنا)   تین گنا(تگنا)   چار گنا(چوگنا)

two times   three times   four times

(ii) Frequency (how many times) is denoted by using
بار or مرتبہ، دفعہ after the numeral

ایک دفعہ   پہلی بار   پہلی مرتبہ

once   first time   first time

(iii). Folds or strands in garments etc. are denoted by forms such as:

اکہرا / اکہری   دوہرا / دوہری

single fold (m/f)   two fold (m/f)

چوہرا / چوہری   تہرا / تہری

four folds (m/f)   three folds (m/f)

Self - Check Exercise

---

1. Identify cardinal numbers in the sentences given below and underline them:

(a)   اس کتاب خانہ میں پانچ شیلجے ہیں

(b)   بازار میں صرف چھ دکانیں ہیں

(c)   میدانِ جنگ میں سپاہیوں کی دس صفیں بنائی گئیں

(d)   دلی ابھی نو سو میل دور ہے

(e)   حامد کو یہاں سے گئے گیارہ سال ہوگئے

2. Write the subcategory of numbers in the space provided below:

(a)   وہ آدھی پون بجے نہیں آیا ....

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(b) ٹرین ساڑھے سات بجے اسٹیشن پر پہنچی ....

(c) اس نے سارے کالے کپڑے باہر پھینک دیئے ....

(d) ہمارے گھر کی آدھی دیوار زمین میں دھنس گئی ....

(e) میرا بیٹا بارہویں درجے میں پڑھتا ہے ....

3. Identify ordinals in the sentences given below and make your own sentences with them in the space provided:

(a) چاند پر پہلا سیارہ امریکہ نے بھیجا تھا

....

....

(b) دوسرا چور ابھی اس راستے سے بھاگ گیا ہے

....

....

(c) وہ کرکٹ ٹیم کا بارہواں کھلاڑی تھا

....

....

(d) آج مہینے کا سولہواں دن ہے

....

....

(e) پرسوں رمضان کا آخری روزہ تھا

....

....

4. Underline the multiplicative numerals in the following sentences:

(a) شبیر کئی مرتبہ اس شہر میں آچکا ہے

(b) احمد نے کئی گنا اناج گھر میں جمع کر رکھا ہے

(c) پریم چند کے ناول میں کئی بار پڑھ چکا ہوں

(d) اس دفعہ کا اول طالب علم ساجد رہا

(e) رام ڈگنا دودھ پی گیا

5. Make sentences with the following words:

پانچ مرتبہ، دس گُنا، دوسری بار، چھٹی دفعہ
اکہرا، چوہرا، تہرا

Sample Exercise
---

1. Identify cardinal numbers in the sentences given below and write them down:

(a) میرے گھر میں چار کمرے ہیں

(b) احمد کے علاوہ آٹھ لوگ اردو میلے میں آئے

(c) اس زمین کا ایک حصہ اسکول کے لئے مخصوص ہے

(d) تمہارے بھائی کے پاس میری دس کتابیں ہیں

(e) ساجد کے گھر کی چھت دس فٹ سے اونچی ہے

2. Make five sentences using cardinals.

3. Make sentences with the following ordinals:

بارہواں پہلا پانچواں سواں پچیسواں

4. Make sentences with the following multiplicative numerals:

پَون سارھے ڈھائی سوا سارھے چھ آدھا دوتہائی
پونا کپ سارے دن آدھی رات نصف صدی تین چوتھائی

....

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Answers to Self - Check Exercises

Block II

Unit 1

(1) (a) بازار، حامد (b) موہن،کرکٹ (c) احمد،کتاب (d) تاج، بادشاہ

(2) (a) تخت (b) تاج (c) مداری،کھیل (d) بھالو

(e) سپاہی (f) آم

(3) (a) دیوار (b) دوا (c) گاڑی (d) کھڑکی

(4) masculine forms: عالم، گھر، آلو، کپڑا، پاجامہ، کاغذ، قلم

feminine froms: کرسی، ندی، پگڑی، ملی، بکری، الماری

(5) (a) common noun : شہر (b) common noun: راجدھانی

proper noun: آگرہ proper noun: ہندستان، دلی

(c) common noun: مدرسہ (d) common noun: عمارت

proper noun : proper noun: قطب مینار

Unit 2

(1) (a) میں (b) وہ (c) تم (d) ہم

(2) (a) وہ (b) تم (c) میں (d) ہم

(3) (a) وہ (b) یہ (c) وہ (d) یہ

(4) (a) وہ (b) یہ (c) یہ (d) ہم

(5) (a) خود (b) اپنے آپ (c) خود (d) خود

(6) (a) کتنی (b) کوئی (c) کتنی (d) کس

Unit 3

1. (a) بڑا   (b) ذہین   (c) عمدہ و نفیس

2. (a) ذہین   (b) اچھے   (c) گھٹیا   (d) نامور

3. (a) بہتر   (b) ذہین ترین   (c) بہت مہنگی   (d) عمدہ ترین

    (e) اچھے، کند

4. خوب تر، خوب ترین ، اہم تر ، اہم ترین، سخت تر، سخت ترین

    پسندیدہ تر، پسندیدہ ترین ، بلند تر، بلند ترین، تیز تر، تیز ترین

5. (a) سبزی والا   (b) دکان والا   (c) تانگے والا

    (d) اچھے مزاج والے   (e) محنت کرنے والے

Unit 4

1. (a) پانچ   (b) چھ   (c) دس   (d) نو سو   (e) گیارہ

2. (a)ordinals(b) ordinals(c) ordinals(d) multiplicative (e)ordinals

3. (a) پہلا   (b) دوسرا   (c) بارہواں (d) سولہواں   (e) پرسوں

4. (a) کئی مرتبہ (b) کئی گنا (c) کئی بار   (d) دفعہ   (e) دگنا

....

Block III

In this block you will study about the verb forms of Urdu language. The verbs are an essential part of the verb phrase of a sentence. They change their shape according to the person, number, gender of the noun and also according to the tense, voice and mood etc. The terminology needed for characterising the verbs will be explained and appropriate examples will be provided to highlight them. This block will consist of the following units:

Unit I   Present and past (simple, continuous and habitual) subjunctive and the future tense forms.

Unit I   The Perfective forms

Unit III   Verb form in conditionals, presumptives and impersonal sentences and modals.

Unit IV   Transitive, intransitive, derived transitive and causative forms.

Each unit will be followed by a self-check exercise which you are expected to complete after reading each section. The key to self-check questions is provided at the end of each block. This will be followed by a set of sample questions to which you will write your answers on a separate sheet of paper and send it to NCPUL. A glossary of the words used in the examples and exercises is given at the end of the book.

Unit I

Present and Past (Simple, Continuous and Habitual) Subjunctive and Future tense forms

Structure

3.1.0   Objectives

After reading this unit you will be able to know how the forms of the verb are affected by

● gender and number

● simple present and simple past tenses

● present and past continous tenses

● future tense

3.1.1 Introduction

The verb is a crucial constituent of the verb phrase. You were told in Unit I of Block-1, that the verb phrase is equivalent to the predicate of a sentence. It consists of the verb along with its markers of mood, aspect, tense, voice, number and gender and also items belonging to the categories of modals and adverbials:

$$\text{(1)} \qquad \text{احمد کتاب پڑھ رہا ہے}$$

Ahmed is reading a book.

$$\text{(2)} \qquad \text{احمد بہت تیز دوڑ رہا ہے}$$

Ahmed is running very fast.

In the first sentence کتاب پڑھ رہا ہے is a verb phrase where کتاب is an object (noun) and پڑھ رہا ہے is the verb form. In the second sentence: بہت تیز دوڑ رہا ہے is the verb phrase where بہت تیز serves an adverbial function and دوڑ رہا ہے is the verb form.

The objects are nouns or pronouns. Here we shall focus on the verbs which are always crucial for the sentence.

In this unit we shall focus only on simple, continuous and habitual forms of the present and past tenses along with the subjunctive and the future tense forms.

3.1.2 Verb forms according to gender and number

The verb in Urdu agrees with the subject in gender and number. Let us look at the following forms of چلنا (to move/walk):

آ ، ی ، ے ، ی are markers of tense as well as gender:

Feminine/		Masculine	Person	
چلی	/	چلا	میں	I go
چلی	/	چلا	تو	you go

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چلا / چلی	وہ	he/she goes
چلے / چلیں	ہم	we go
چلے / چلیں	تم	you go
چلے / چلیں	آپ	you (polite) go
چلے / چلیں	وہ	they go

3.1.3 Present and Past tense forms of ہونا

Urdu verbs can be conjugated for present, past and future. Let us first look at the present and past forms of ہونا (to be). Next we will look at the subjunctive.

The present tense (forms) of ہونا agree with the subject noun or pronoun in person and number:

Singular:

Ist person	میں ہوں	I am	(masc/fem)
IInd person	تم ہو/ آپ ہیں	you are	" "
IIIrd. person	وہ ہے	she,he,it is	" "

Plural:

Ist person	ہم ہیں	we are	(masc/fem)
IInd person	آپ ہیں	you are	" "
IIIrd. person	وہ ہیں	they are	" "

The past tense forms of ہونا is تھا. Look at the following :

Singular:

Ist person	میں تھا / تھی	I was	masc/fem
IInd person	تم تھے / تھیں	you were	" "
	آپ تھے / تھیں		

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| IIIrd. person | وہ تھا / تھی | he,she,it was | " | " |

Plural:

Ist person	ہم تھے / تھیں	we were	masc/fem
IInd person	تم تھے / تھیں	you were	"	"
IIIrd. person	آپ تھے / تھیں وہ تھی / تھیں	they were	"	"

The form of the subjunctive mood of چلنا agrees with the subject noun or pronoun in person and number. The subjuctive mood is used to express a doubt or possibility. Here, the first person forms are identical to the present tense forms.

Singular:

Ist person	میں چلوں	I may/should move	(masc/fem)
IInd person	تو چلے تم چلو آپ چلیں	you may/should move	(" / ")
IIIrd. person	وہ چلے	he,she,it / should move	(" / ")

Plural:

Ist person	ہم چلیں	we may/should move	(masc/fem)
IInd person	تم چلو	you may/should move	(" / ")
	آپ چلیں	" "	(" / ")
IIIrd. person	وہ چلیں	they "/ " move	(" / ")

3.1.4   Present habitual and present continuous forms

The habitual present describes actions or states which occur generally. In this the verb root is suffixed with the imperfective marker تا, تے or تی and the present tense helping verb is used. Let us look at the habitual present tense form of جانا (to go).

Singular:

Ist. person	میں جاتا ہوں	I go	(masc.)
	میں جاتی ہوں	I go	(fem.)
IInd. person	تم جاتے ہو/جاتی ہو	You go	(masc.)
	آپ جاتے ہو/جاتی ہیں	You go	(fem.)
IIIrd. person	وہ جاتا ہے	He/ It goes	(masc.)
	وہ جاتی ہے	She/ It goes	(fem.)

Plural:

Ist. person	ہم جاتے ہیں	we go	(masc.)
	ہم جاتے ہیں	we go	(fem.)
IInd. person	تم جاتے ہو	You go	(masc.)
	تم جاتی ہو	You go	(fem.)
	آپ جاتے ہیں	You go	(masc.)
	آپ جاتی ہیں	You go	(fem.)
IIIrd. person	وہ جاتے ہیں	They go	(masc.)
	وہ جاتی ہیں	They go	(fem.)

Examples:

(1) ہماری کلاس نو بجے شروع ہوتی ہے

Our class commences at 9 o'clock.

(2) گرمیوں میں ہم شملہ جاتے ہیں

We go to Shimla in summers.

(3) تم ہر روز کیا کرتے ہو؟

What do you do everyday?

The present continuous tense describes actions in progress. Here the basic verb (root) is followed by رہا, رہی or رہے and by the helping verb of ہو in the present tense. The verb agrees with the subject. Let us look at the present continuous forms of جانا (to go).

Singular:

Ist. person	میں جا رہا ہوں	I am going	(m)
	میں جا رہی ہوں	I am going	(f)
IInd. person	تم جا رہے ہو/جارہی ہو	You are going	(m)
	آپ جا رہے ہیں/جارہی ہیں	You are going	(f)
IIIrd. person	وہ جا رہا ہے	He/It is going	(m)
	وہ جا رہی ہے	She/It is going	(f)

Plural:

Ist. person	ہم جا رہے ہیں	We are going	(m)
	ہم جا رہے ہیں	We are going	(f)
IInd. person	تم جا رہے ہو	You are going	(m)
	تم جا رہی ہو	You are going	(f)

آپ جا رہے ہیں	You are going	(m)
آپ جا رہی ہیں	You are going	(f)

IIIrd. person

وہ جا رہے ہیں	They are going	(m)
وہ جا رہی ہیں	They are going	(f)

Example:

(4) احمد اب گھر جا رہا ہے

Ahmed is now going home.

(5) اس وقت میں کتاب پڑھ رہا ہوں

At this time I am reading a book.

(6) رادھا اور سیما کھانا کھا رہی ہیں

Radha and Seema are having their meals.

3.1.5 Past habitual and past continuous forms

The past habitual describes actions or states which usually occur in the past. Here the basic root is suffixed with the imperfective marker ت, تے or تی. The past tense of the helping verb is used and the verb agrees with the subject. Let us take the example of جانا (to go).

Singular:

Ist. person	میں جاتا تھا	I used to go	(m)
	میں جاتی تھی	I used to go	(f)
IInd. person	تم جاتے تھے/جاتی تھیں	You used to go	(m)
	آپ جاتے تھے/جاتی تھیں	You used to go	(f)
IIIrd. person	وہ جاتا تھا	He/It used to go	(m)
	وہ جاتی تھی	She/It used to go	(f)

Plural:

Ist. person	ہم جاتے تھے	We used to go	(m)
	ہم جاتے تھے	We used to go	(f)
IInd. person	تم جاتے تھے	You used to go	(m)
	تم جاتی تھیں	You used to go	(f)
	آپ جاتے تھے	You used to go	(m)
	آپ جاتی تھیں	You used to go	(f)
IIIrd. person	وہ جاتے تھے	They used to go	(m)
	وہ جاتی تھیں	They used to go	(f)

Example:

(1) دو سال پہلے ہم دلی میں رہتے تھے

Two years ago we used to live in Delhi.

(2) پچھلے سال میں اسکول میں کام کرتا تھا

Last year I used to work in a school.

(3) پہلے لڑکیاں گھر پر ہی رہتی تھیں

Earlier girls used to stay at home.

The past **continuous** tense refers to actions or states which were in progress at a point in the past. The form of the verb is root رہا، رہے or رہی + past tense of the helping verb. The verb agrees with the singular forms.

Singular:

Ist. person	میں جا رہا تھا	I was going	(m)
	میں جا رہی تھی	I was going	(f)
IInd. person	تم جا رہے تھے/جا رہی تھیں	You were going	(m)
	آپ جا رہے تھے/جا رہی تھیں	You were going	(f)

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IIIrd. person	وہ جا رہا تھا	He was going	(m)
	وہ جا رہی تھی	She was going	(f)
Ist. person	ہم جا رہے تھے	We were going	(m)
	ہم جا رہے تھے	We were going	(f)
IInd. person	تم جا رہے تھے	You were going	(m)
	تم جا رہی تھیں	You were going	(f)
	آپ جا رہے تھے	You were going	(m)
	آپ جا رہی تھیں	You were going	(f)
IIIrd. person	وہ جا رہے تھے	They were going	(m)
	وہ جا رہی تھیں	They were going	(f)

Example:

(1) اس وقت کل میں بس میں سفر کر رہا تھا

Yesterday at this time, I was travelling in a bus.

(2) پچھلے ہفتے آج کے دن ہم پہاڑ پر چڑھ رہے تھے

On this day last week, we were climbing a mountain.

(3) وہ اس وقت کل امتحان کی تیاری کر رہی تھیں

Yesterday at this time, they were studying for the examination.

3.1.6   Future tense forms

The Future tense is formed by adding گا, گے or گی to the subjunctive form of the verb. The future agrees in shape with the number and gender of the noun or pronoun. Let us look at the future tense form of جانا (to go).

Singular:

| Ist. person | میں جاؤں گا | I will go | (m) |
| | میں جاؤں گی | I will go | (f) |

IInd. person	تو جاؤ گے/جاؤ گی	You will go	(m)
	تو جائیں گے/جائیں گی	You will go	(f)
IIIrd. person	وہ جائے گا	He will go	(m)
	وہ جائے گی	She will go	(f)

Plural:

Ist. person	ہم جائیں گے	We will go	(m)
	ہم جائیں گی	We will go	(f)
IInd. person	تم جاؤ گے	You will go	(m)
	تم جاؤ گی	You will go	(f)
	آپ جائیں گے	You will go	(m)
	آپ جائیں گی	You will go	(f)
IIIrd. person	وہ جائیں گے	They will go	(m)
	وہ جائیں گی	They will go	(f)

Example:

(1) میں کل آگرہ جاؤں گا

I will go to Agra tomorrow.

(2) ہم کتابیں کل خریدیں گے

We will buy the books tomorrow.

(3) اب وہ لوگ ایک سال بعد آئیں گے

Now they will come after a year.

Self-Check Excercise

1.   Identify the tense in the sentences given below:

(a) حامد بازار گیا

(b) بچے میدان میں کھیل رہے تھے

(c) میں اپنا سبق یاد کر رہا ہوں

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2.   Fill in the blanks using the verb phrases given below:

کام کر رہے تھے   دوڑ رہے تھے   ہو رہا تھا   گر گئے

کھیل رہے تھے   کھانا کھا رہے تھے   جا رہے تھے

(a)   مزدور شام کو ....

(b)   وہ لوگ سڑک پر ....

(c)   تم گاڑی کی طرف ....

(d)   اس وقت ہم ....

(e)   میدان میں تماشا ....

(f)   وہ درخت سے ....

(g)   بچے اسکول میں ....

3.   Make sentences with the following verbs/verb phrases:

نکل جائے گا   پہنچ رہا ہے   دیکھیں گے   نکل جائے گا

سو جا   بھاگ گیا   چھوڑ جائیں گے

Sample Excercise

1.   Identify the form of the verb in the given sentences and write them in the space provided:

(a)   ساجدہ اس مدرسے میں پڑھتی ہے

....

....

(b) ظفر اس دُكان ميں كام كرتا تھا

....

....

(c) آج شام حامد بنارس جائے گا

....

....

2.   Make fifteen sentences (simple , past, present and future) from the following infinitives:

بولنا   لكھنا   پڑھنا   خریدنا   جانا

3.   Complete the sentences using present/past continuous verb forms.

ساجدہ بازار میں ....

اس نے مجھ سے ....

کل سے مسلسل بادل ....

وہ برسوں سے اس کارخانے میں ....

نیک انسان ہر زمانے میں ....

کل رات لال قلعہ کے مشاعرہ میں اس شاعر نے ....

اُردو زبان آئندہ زمانے میں بھی ....

....

Unit 2

The Perfective Verb forms

Structure

3.2.0	Objectives
3.2.1	Introduction
3.2.2	Present perfect form
3.2.3	Past perfect form
3.2.4	Perfective participle

3.2.0 Objectives

After reading this unit you will be able to understand and recognise the forms of the

- present perfective
- past perfective
- perfective participle

3.2.1 Introduction

The perfective tenses express actions or states which were completed or occurred once in the past. Their structure is a perfective participle followed by an inflected auxiliary verb.

In the non-perfective tenses the verb agrees in number and gender with the subject noun or pronoun, e.g.,

(1) سیما بازار جائے گی

Seema will go to the market.

(2) احمد بازار جائے گا

Ahmed will go to the market.

Notice that the verb form in the above agrees with the subjects, i.e., جائے گی with سیما and جائے گا with احمد. In the perfective tenses the agreement depends on whether the verb is intransitive or transitive. You know that transitive verbs take objects and intransitive verbs do not take objects. If the perfective tense has an intransitive verb it agrees with the subject, e.g.:

(3) لڑکا گھر چلا گیا

The boy went home.

(4) لڑکی گھر چلی گئی

The girl went home.

In the above sentences the verb agrees with the subject. This is because گھر (home) is an adverb for it answers the question کہاں گیا/گئی ہے؟ (where has he/she gone?). However, notice the following sentences.

(5) لڑکے نے دودھ پیا

The boy drank the milk.

(6) لڑکی نے دودھ پیا

The girl drank the milk.

Here the verb پیا (drank), agrees only with the object دودھ (milk) in both the sentences and the object which is preceded by نے is in Form 2 (oblique case). Also notice that if the object is followed by a postposition, generally کو (to), then the verb takes the masculine singular form, e.g.:

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(7) میں نے کتاب پڑھی

I read the book.

(8) میں نے کتاب کو پڑھا

I read the book.

(9) احمد نے لڑکیوں کو دیکھا

Ahmed saw the girls.

In the last two senteces the verb پڑھا (read) and دیکھا (saw) are in the masculine form. The objects preceding them کتاب and لڑکیوں are both feminine and are preceded by نے. It is the postposition کو (to) in such cases that makes the verb masculine singular. In a transitive verb in the perfect tense the rules of agreement are as follows:

(i). If there is a noun in Form 1 before the verb, then the verb agrees with the noun in number and gender.

(ii). If there is no noun before the verb or no noun in Form 1, then the verb remains third person singular masculine.

In the perfect tense the perfective is used as above, i.e., without any helping verb. Perfect tense shows the completion of an action at a point in the past, e.g.:

(10) لڑکا سنیما دیکھنے گیا

The boy went to see a film.

(11) اُس نے جلدی سے کام کیا

He did the work quickly.

3.2.2 Present perfective forms

The present perfect tense depicts an action or state which is completed in the past at a very near point in time to

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the present and which may still affect the present situation. Hence the perfective form of the verb is followed by the present tense auxiliary. Let us look at the present perfect form of جانا (to go).

Singulars:

Ist. person	میں گیا ہوں	I have gone	(m)
	میں گئی ہوں	I have gone	(f)
IInd. person	تم گئے ہو/گئی ہو	You have gone	(m)
	آپ گئے ہیں/گئی ہیں	You have gone	(f)
IIIrd. person	وہ گیا ہے	He has gone	(m)
	وہ گئی ہے	She has gone	(f)

Plurals:

Ist. person	ہم گئے ہیں	We have gone	(m)
	ہم گئی ہیں	We have gone	(f)
IInd. person	تم گئے ہو	You have gone	(m)
	تم گئی ہو	You have gone	(f)
	آپ گئے ہیں	You have gone	(m)
	آپ گئی ہیں	You have gone	(f)
IIIrd. person	وہ گئے ہیں	They have gone	(m)
	وہ گئی ہیں	They have gone	(f)

Examples:

(1) وہ آج بنارس گیا ہے

He has gone to Banaras today.

(2) آج میں نے کھانا نہیں کھایا ہے

Today, I have not eaten food.

(3) اُس نے کتاب پڑھی ہے

He/She has read the book.

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3.2.3 Past perfective forms

The past perfect depicts an action that was completed in the past. Here the perfective is used along with the past tense of the helping verb. The verb agrees with the subject if the verb is intransitive, or it agrees with the direct object if it is transitive. Let us look at the past perfect forms of جانا (to go).

Singulars:

Ist. person	میں گیا تھا	I had gone	(m)
	میں گئی تھی	I had gone	(f)
IInd. person	تم گئے تھے/گئی تھیں	You had gone	(m)
	آپ گئے تھے/گئی تھیں	You had gone	(f)
IIIrd. person	وہ گیا تھا	He had gone	(m)
	وہ گئی تھی	She had gone	(f)

Plurals:

Ist. person	ہم گئے تھے	We had gone	(m)
	ہم گئے تھے	We had gone	(f)
IInd. person	تم گئے تھے	You had gone	(m)
	تم گئی تھیں	You had gone	(f)
	آپ گئے تھے	You had gone	(m)
	آپ گئی تھیں	You had gone	(f)
IIIrd. person	وہ گئے تھے	They had gone	(m)
	وہ گئی تھیں	They had gone	(f)

Examples:

(1) وہ عید پر گھر آیا تھا

He had come home on Eid.

(2) اُس نے دیوالی پر بہت مٹھائی کھائی تھی

He had eaten much sweets at Diwali.

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(3) پچھلے جلسے میں ہم سب نے گانے گائے تھے

We all had sung the songs in the last function.

3.2.4 The form of the perfective participle

The perfective participle is formed by adding the suffix
یا ، ا ،ے ، کی or یں to the root, e.g.:

رکنا (to stop)   رکا (stopped)

سننا (to hear)   سنا (heard)

The singular masculine perfective form of the word رکنا
is رکا and the plural masculine is رکے. The feminine singular
form is رکی and the plural form is رکیں. When the suffix ا... /ā/
is added to the /ā/ ending roots a/ -y-/ is inserted, e.g.:

کھایا (eaten)   کھا+......ا (eat)

سویا (sleep)   سو+......ا (sleep)

پیا (drink)   پی+......ا (drink)

However, a root ending with ی /ī/ when joined with ی+
remains the same ی sound, e.g.

پی (drank) ← پی+ی (drink)

Self - Check Exercisse

1. Identify the forms of the verbs in the sentences
    given below:

    (a) احمد بازار سے اردو کا قاعدہ لایا ہے

    ....

    (b) وہ کل بنارس چلا گیا ہے

    ....

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(c) شیام نے اپنا سبق حفظ کر لیا تھا

....

(d) لڑکے نے سیب کھایا تھا

....

(e) فہمیدہ نے غزل سنائی ہے

....

2. Fill in the blanks by choosing a verb form from the following :

آ گئی تھی   چھوٹ گئی تھی   پہنچ گیا

سنائی   حفظ کر چکا تھا   کی   تعریف کی

(a) وہ وقت پر ....

(b) .... کل ساجدہ کی گاڑی

(c) استاد نے شاگرد کی ....

(e) .... حامد غالب کا دیوان

(f) .... موہن نے ایک عجیب و غریب داستان

3. Make sentences using the present/past perfect form of the following verbs:

جانا   چھپنا   صبر رکنا   شعر کہنا

سوار ہونا   لکھنا

4. Underline the present/past forms or perfective participles in the following paragraph:

رات کو جب وہ روٹیاں دے کر چلی گئی تو دونوں رسیاں
چبانے لگے۔ لیکن رتی موٹی تھی۔ اچانک دروازہ کھلا اور وہی

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لڑکی باہر نکلی، دونوں سر جھکا کر اس کے سامنے کھڑے ہوگئے۔ اس نے ان کی پیشانی سہلائی اور بولی "کھول دیتی ہوں چپکے سے بھاگ جاؤ نہیں تو یہ لوگ تمہیں مار ڈالیں گے۔ آج گھر میں مشورہ ہو چکا تھا کہ تمہاری ناک میں ناتھ ڈال دی جائے گی"

(پریم چند)

Sample Exercise

1. Identify the form of the perfective tense in the following sentences and write them down:

   (a) حامد اپنا سبق حفظ کر چکا تھا

   ....

   (b) ہم نے آج صبح سامان خرید لیا ہے

   ....

   (c) کل کے اخبار میں یہ خبر چھپ چکی تھی

   ....

   (d) شاگردوں نے استاد سے کتابیں حاصل کرلی تھیں

   ....

   (e) ہمارے ملک میں اناج کی پیداوار بڑھ چکی ہے

   ....

2. Conjugate the following verbs into present and past perfectives and make sentences with them:

   خریدنا، پہچاننا، سبق یاد کرنا، خوش آمدید کہنا، حفاظت کرنا،

3. Complete the following sentences:

   (a) احمد اسکول سے ....

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(b) آج ہمارے محلے میں ایک جلسہ ....

(c) تمہارے والد کل بمبئی سے ....

(d) اُن کے چچا نے کل ایک نئے دفتر..............................

(e) آپ کی والدہ ہمارے بھائی کے ساتھ آگرہ ....

4. Identify the intransitive verbs in the following
    sentences and write them down:

(a) حامد میدان میں کرکٹ کھیل چکا ہے

(b) شیام کتاب پڑھ رہا ہے

(c) کل رات ساجدہ اپنی ہمشیرہ کے گھر سو گئی تھی

(d) کتّا سڑک پر دوڑ رہا تھا

(e) ٹرین نئی دہلی سے چھوٹ گئی تھی

....

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Unit 3

Verb Forms in conditional, presumptive, imperative, impersonal sentences and modals

Structure

3.3.0   Objectives

If you read this unit carefully you will be able to know the use and form of

- verbs in conditional sentences
- verbs in imperative sentences
- verbs in impersonal sentences
- modals and the forms of verbs when used with modals

3.3.1 Introduction

The verbs generally show different forms in different constructions. They can also manifest similar forms in different constructions, e.g. the future tense of the verb form can be used in the conditional or the imperative form can be exploited for giving orders, making requests or for being polite. These forms along with the form of the modals will be explained in this unit.

3.3.2 Verbs in conditional sentences

Conditional sentences in Urdu consist of two clauses: an اگر (if) clause (condition clause) and a تو (then) clause (result clause). Clauses are units like sentences, though they are not independent units like sentences. Look at the sentences:

(1) اگر وہ آئے گا تو میں اُسے کتاب دوں گا

If he comes I will give him the book.

Here the اگر clause is اگر وہ آئے گا and تو clause is تو میں اُسے کتاب دوں گا.

If conditional sentences use the future tense or the subjunctive in the اگر clause then the future tense, the subjunctive or an imperative can be found in the تو clause, e.g.:

(2) اگر تم محنت کروگے تو ضرور کامیاب ہو جاؤگے

If you work hard you will definitely succeed.

(3) اگر آپ چاہیں تو ہم سب ساتھ چلیں گے

If you wish we will all go together.

(4) اگر آپ یہاں آئیں تو صرف اردو میں بولیں

If you come here then speak in Urdu only.

<div dir="rtl">

(5) اگر وقت ہو تو میرے ساتھ چلو

</div>

If you have the time then come with me.

The اگر clause can also contain a perfect tense like آیا etc. e.g.:

<div dir="rtl">

(6) اگر احمد آیا تو ہم سب ساتھ چلیں گے

</div>

If Ahmed comes then we will all go together.

<div dir="rtl">

(7) اگر کار ملی تو ہم بس سے نہیں جائیں گے

</div>

If we get a car then we would not go by bus.

All the above sentences refer to a 'possibility' of occurrence. However, if the imperfective participle تا is used in both the clauses then the full sentence expresses conditions which cannot be fulfilled. e.gs.:

<div dir="rtl">

(8) اگر میں امیر ہوتا تو محل میں رہتا

</div>

If I were rich I would live in a palace.

<div dir="rtl">

(9) اگر آپ کی جگہ میں ہوتا تو کبھی انکار نہیں کرتا

</div>

If I were in your place I would never have refused.

This sentence can also be interpreted in terms of the past: Had I been in your place, I would never have refused.

3.3.3   Verbs indicating presumptives

The presumptive sentences are used to express assumptions. In Urdu the future tense of ہونا , the future imperfect, future continuous and the future perfect forms are used to express assumptions. e.g,:

<div dir="rtl">

(1) آج کل اسکولوں کی فیس بہت زیادہ ہے

</div>

(I suppose) Now-a-days the fees in the schools are very high.

<div dir="rtl">

(2) وہ لمبا لڑکا آپ کا دوست ہوگا

</div>

(I suppose) That tall boy must be your friend.

(3) وہ ابھی آتا ہوگا

He will be on his way now.

(4) احمد حامد کا دوست ہے، وہ اُس کی مدد کرتا ہوگا

Ahmed is Hamid's friend, he must be helping him.

(5) آپ اکیلے جا رہے ہوں گے

You may be going alone.

(6) آپ کے لئے کتاب جاپان سے آ رہی ہوگی

The book must be coming for you from Japan.

(7) آپ امتحان میں پاس ہو گئے ہوں گے

You must have passed the exam.

(8) ابو آپ کے لئے جاپان سے کتابیں لائے ہوں گے

Father must have brought books for you from Japan.

3.3.4 Verbs indicating inner feelings, orders, requests and politeness

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The subjunctive is used to express the inner feelings of a speaker. It may be used in Urdu to make suggestions :

(1) کیا ہم باہر چلیں؟

Should we go out.

Used as polite expession :

(2) آپ اندر آئیں

Please come in.

Used for expressing possibility :

(3) ہو سکتا ہے کہ وہ نہ آئے

It is possible that he may not come.

Used for expressing necessity :

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(4) یہ ضروری ہے کہ وہ اچھی طرح پڑھے

It is necessary that he should study well.

The imperatives are used to express order or requests and hence have only second person forms corresponsing to the تو (you), تم (you) and آپ (you) pronouns. Compare the following forms :

	IV	III	II	I
(You eat)	آپ کھائیے گا	آپ کھائیے	تم کھاؤ	تو کھا
(You move)	آپ چلیے گا	آپ چلیے	تم چلو	تو چل
(You go)	آپ جائیے گا	آپ جائیے	تم جاؤ	تو جا
(You do)	آپ کیجیے گا	آپ کیجیے	تم کرو	تو کر
(You give)	آپ دیجیے گا	آپ دیجیے	تم دو	تو دے
(You drink)	آپ پیجیے گا	آپ پیجیے	تم پیو	تو پی

Notice that in I, the basic root of the verb is used. e.g., جا(go) from جانا (to go) :

(5) تو یہاں سے جا

You go away from here.

This form is used in situations of intimacy or contempt. In II و is added to the root giving us, e.g.,

(6) تم یہاں سے جاؤ

You go away from here.

Also notice that in the case of (give) دے = و + دو . So also is the case of ل + و where we get لو (take).

In III ئے is added to root like کھا to give us کھائے However, there are irregular forms like,

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کیجیے ← کر+ے   do (polite)

پیجیے ← پی+ے   drink (polite)

These function as polite forms.

IV is a case of extreme politeness or courteousness, where گ is added to the derived form of III. Thus,

(7)   آپ پانی پیجیے

Please have water.

(8)   آپ پانی پیجیے گا

Please do have water.

3.3.5 Modals

The ability of the speaker is expressed through another set of helping verbs called 'modals'. The modal verbs in Urdu are mainly سکتا, چُکنا and پانا , چاہنا. The main verb always occurs in its root form with the modal verbs in the cases shown. جاسکتا (to be able to go), جاچُکا (to have gone), کر پانا (to be able to do). The main verbs here are in their root forms. The modals agree in number and gender with the subject and are followed by other helping verbs carrying tense such as ہے (is), تھا (was), etc. However, in the case of چاہنا (to want/desire) the main verb occurs in the infinitive form, e.g., جانا چاہے (should go), ملنا چاہیے (must meet). Briefly, let us look at these modals or helping verbs.

سکتا is the helping verb which carries the meaning of 'to be able to' or expresses the 'possibility of an event'. e.g.:

(1)   میرا پیر ٹھیک ہوگیا ہے اب میں چل سکتا ہوں

My foot is alright, I can (am able to) walk now.

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(2) دونوں فوجیں آمنے سامنے ہیں جنگ چھڑ سکتی ہے

The two armies are face to face, war can break out.

چکنا is a helping verb that expresses the completion of an action (to have finished doing):

(3) گاڑی آ چکی ہے

The train has come.

(4) جب ہم اسٹیشن پہنچے تو گاڑی آچکی تھی

When we reached the station, the train had already arrived.

پانا as a helping verb also expresses the possibility of an action (be able to). In certain cases it is also used in negative sentences, e.g.:

(5) ایسے موسم میں کھیل پانا مشکل ہے

It is difficult to play in such a weather.

(6) جلسے میں اتنا شور ہوا کہ کچھ بھی سن نہ پائے

There was so much noise in the function that
(I/we) couldn't hear anything.

(7) اسے چوٹ لگی ہے کل کا میچ وہ نہ کھیل پائے گا

He is injured, he will not be able to play tomorrow's
match.

چاہیے is a helping verb that expresses (advice), e.g.:

(8) آپ کو یہاں رہنا چاہیے

You should stay here.

(9) آپ کو اردو سیکھنی چاہیے

You should learn Urdu.

Notice here that the main verb occurs in the infinitive form before چاہیے. Further if the infinitve is intransitive, as in the first example above, then it ends with ا . If a transitive

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infinitive occurs then it shows agreement with the preceding noun, hence, since اُردو is feminine in the second example so the infinitive ends in ی . However, ‍ا is also in usage with the feminine noun like اُردو.

3.3.6   Verb forms in impersonal sentences

Impersonal sentences in Urdu are types in which the verb agrees with the direct object of the sentence while the subject of the sentence is followed by a postposition, generally نے . Compare the sentences:

بچہ   رنگ   برنگے   کھلونے   پسند   کرتا   ہے   (1)

The child likes colourful toys.

بچے   کو   رنگ   برنگے   کھلونے   پسند   ہیں   (2)

Colourful toys are pleasing to the child.

The above first sentence is a personal sentence where the verb پسند کرتا ہے agrees in number and gender with the subject بچہ(baby). In the second sentence the verb agrees with the object رنگ برنگے کھلونے.

Impersonal constructions consisting of an infinitive and ہے (is), an inifnitive and چاہیے express necessity and advisability respectively. e.g.:

ہمیں   دلّی   جانا   ہے   (3)

We have to go to Delhi.

ہم   سب   کو   یہ   کتاب   پڑھنی   چاہیے   (4)

We all should read this boook.

Also sentences with inifinitive+ پڑھنا (read) express lack of choice e.g.:

ہم   سب   کو   امتحان   کے   لیے   پڑھنا   پڑے   گا   (5)

We all will have to study for the examination.

(6) مجھے شاعری کے لیے یہ کتاب پڑھنا پڑی

I had to study this book for the sake of poetry.

Self - Check Exercise

1. Complete the following sentences:

(a) اگر وہ اسٹیشن وقت پر پہنچ جاتا ....

(b) اگر آپ چاہیں............

(c) اگر ان کا خط مجھے کل مل جاتا ....

(d) اگر آج غروب آفتاب تک وہ لوگ نہیں آئیں............

(e) اگر ان کے والد ہمارے گھر آجاتے............

2. Make ten sentences using conditional, presumptive and modal forms.

3. Identify the modals in the sentences given below:

(a) جب میں اس کے یہاں پہنچا وہ اپنا گھر کا کام ختم کر چکا تھا

(b) گھر میں اتنا شور و غل ہو رہا تھا کہ وہ کسی سے کچھ نہ کہہ پایا

(c) اگر اس محلے کے سارے بچے کھیلتے رہیں گے تو ضرور سب فیل ہوجائیں گے

(d) اگر ہم ذرا سی توجہ دیں تو ہمارا شہر صاف ستھرا اور خوبصورت رہ سکتا ہے

(e) اگر تم وقت پر آجاتے تو خالو سے مل سکتے تھے

4. Make ten sentences with the help of the following verbs:

آ سکنا، ہونا، کر چکنا، چل سکنا، پہنچنا، بول پانا، حاصل کر لینا
پڑھ پانا، لکھ سکنا، ادا کرنا

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Sample Exercise

1. Fill in the blanks:

(a) .... تو ہم سب ساتھ گھومنے چلیں گے

(b) اگر وہ لوگ ہمیں نہیں ملے ....

(c) .... تم کھانا کھا لیتا

(d) .... وہ اسکول میں ہی رہ جاتا

(e) اگر ہمارے استاد نے اچھی طرح تعلیم نہ دی ہوتی ....

2. Make ten sentences using presumptive and impersonal forms.

3. Identify the form of the verbs in the sentences given below and make your own sentences using the same verbs:

(a) اگر فرصت ہو تو میرے ساتھ سیر کو چلو

(b) اگر بس مل جاتی تو میں وقت پر دفتر پہنچ جاتا

(c) اگر وہ میری جگہ ہوتا تو اس پیشکش کو ضرور قبول کر لیتا

(d) ممکن ہے اسے خط ملا ہی نہ ہو

(e) شاید آج اس کے چچا آگرہ سے آنے والے ہیں

(f) اگر آپ کو کافی اچھی نہ لگے تو مت پیجے گا

....

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Unit 4
Transitive, Intransitive, Derived transitive and Causative froms

Structure

3.4.0   Objectives

If you read this unit carefully you will be able to know

- the distinction between transitive and intransitive verbs

- the derivation of some transitives from intransitive forms

- the formation of causative verbs

3.4.1   Introduction

The verbs reveal two basic categories of transitive and intransitive forms, as has been pointed out in Unit - I of Block - I as well. These two verb forms shape the sentences

differently. This is because while transitive verbs take objects, the intransitive verbs do not take object. Moreover some forms of the transitive are derived from the intransitive verb and the causative verb froms are derived from both of them. In this unit you will read about the transitives, intransitives and causatives with appropriate examples.

3.4.2 Transitive and Intransitive forms

There are mainly two types of verbs in Urdu, Transitive verbs and Intransitive verbs. Intransitive verbs do not take objects (see Unit-1). In transitive sentences the focus is on the doer of the action and in intransitive verbs the focus is on the overall result. e.g.:

$$\text{(1)} \quad \text{احمد سیب کھاتا ہے}$$

Ahmed eats an apple.

$$\text{(2)} \quad \text{سیب گرا پڑا}$$

The apple fell.

In the first sentence کھاتا ہے (eats) is a transitive verb so it needs سیب (apple) as its object. The focus here is on what Ahmed is doing. In the second sentence the verb form گر پڑا (fell) is intransitive and so it needs no object. The focus here is on what happened to Ahmed, that 'Ahmed fell'. Intransitives generally express 'unintentional' actions. e.g.,

$$\text{(3)} \quad \text{احمد سے سیب گر پڑا}$$

The apple slipped from Ahmed (unintentionally).

It has already been mentioned in Unit-1 that the intransitive verb agrees with the subject in all its tenses. The transitive verbs agree with the subject in the non-perfect tenses, i.e., in the perfect tense the subject is followed by the postposition نے and the verb agrees with the object (Form-1)

(see Unit-1), e.g.,

<div dir="rtl">

(4) احمد نے ایک روٹی کھائی

</div>

Ahmed ate one *roti*.

Here the verb کھائی agrees with the number and gender of روٹی. which is singular and feminine. Notice also that the action could be intentional, it is however not unintentional.

3.4.3 Derived Transitives

In Urdu the transitive and intransitive verbs are closely related. Transitives are formed from intransitives in ways discussed below.

(i) If the intransitive root is a single syllable with a short vowel and a consonant at the end then, ا... / ā / is added. See set I & II below:

ت+ا	I		II	
بننا	بن	'be made'	بنا/بنانا	'make'
بچنا	بچ	'be saved'	بچا/بچانا	'save'
چلنا	چل	'move'	چلا/چلانا	'cause to move'
اُٹھنا	اُٹھ	'rise'	اُٹھا/اُٹھانا	'lift'/raise

In set-I verb بن is intransitive while بنا the transitive form, is created by adding /ā/ بنا ← بن+ا. Similar is case with other forms. examples:

<div dir="rtl">

(1) Intransitive   کھانا بن رہا ہے

</div>

Food is being cooked.

<div dir="rtl">

(2) Transitive   سارا کھانا بنا رہی ہے

</div>

Sara is cooking the food.

(ii) If the intransitive root has a long vowel and it ends in a consonant, then the vowel is shortened and an /

ā / is added to form the transitive, e.g.,

I		II	
سوکھنا	to dry up	سکھانا	to dry
بولنا	to speak	بلانا	to call
بیٹھنا	to sit	بٹھانا	to make sit
جاگنا	to wake up	جگانا	to awaken

If we remove the infinitve marker ـنا in the two sets then we will get form like سکھا ← سوکھ etc. Notice that the root long vowel /ū/ is shortened to /u/ and an /ā/ is added at the end to get the transitive form. In other cases a long /ī/ or long /ā/ are shortened to i or /ĭ/ and a or /ā/ respectively with an /ā/ added at the end. However, in the case of بولنا(to speak) and بیٹھنا (to sit) long vowels /ō/ and /aĭ/ have the shortened forms /u/ and /i/ respectively.

Examples:

(3)   (Intransitve) راج کلاس میں بیٹھا

Raj sat in the class.

(4)   (trans.) راج نے اپنے دوست کو کلاس میں بٹھایا

Raj seated his friend in the class.

Similar would be the case with other examples.

(iii)   When the final vowel in the intransitive root is short and the root ends in consonant then the ا... (ā -) is infixed with the final vowel, thus making it long. The forms with changes (sometimes with changes in the vowel) are like the following:

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Inifinitive	Ist. (root)	IInd.	Derived Infinitive
کٹنا	کٹ	کاٹ	کاٹنا
to be cut	be cut	cut (something)	to cut
نکلنا	نکل	نکال	نکالنا
to come out	come out	take out	to take out
کھلنا	کھل	کھول	کھولنا
to open	open (itself)	open (something)	to open (something)
رکنا	رک	روک	روکنا
to stop (itself)	stop (itself)	stop (something)	to stop (something)
چھدنا	چھد	چھید	چھیدنا
to be pierced	be pierced	pierce	to pierce
بکنا	بک	بیچ	بیچنا
to be sold	be sold	sell	to sell

Under sets I and II you can see the lengthening of the vowel while deriving a transitive from an intransitive. Notice, however that while a short /a/ is changed to long /ā/ in the first two examples, the short /u/ changes to long /ō/ in the third and fourth examples, and a short /i/ changes to a long /ē/ in the fifth and sixth examples. Examples of sentences:

بس رک گئی (intrans.) (5)

The bus stopped.

راج نے بس کو روکا (trans.) (6)

Raj stopped the bus.

(iv) There are some vowel ending intransitive roots where the long final vowel is replaced by a short vowel+ل, e.g.:

Infinitive	I	II	Derived Infinitive
سونا	سو	سلا	سلانا
to sleep	sleep	put to sleep	to put to sleep

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رُلانا	رُلا	رو	روٗنا
to make someone cry	make someone cry	cry	to cry

In the above examples the final long /õ/ sound is replaced by /ula/ in the transitive sentences:

$$\text{(intrans.)} \quad لڑکا \quad سو \quad رہا \quad ہے$$
The boy is sleeping.

$$\text{(trans.)} \quad لڑکے \quad کو \quad سُلا \quad دو$$
Put the boy to sleep.

Exception:

Transitive verbs like لانا (to bring) which do not take ـے in the perfect tense, e.g.:

$$\text{(9)} \quad میں \quad کتابیں \quad لایا$$
I brought the books.

3.4.4 Causatives

Causatives are verb forms that describe a caused action. All causatives have transitive forms, hence while the addition of ا... /ā/ distinguishes a transitive, the addition of وا -/vā/ or لوا -/lvā/ marks the causative verbs. Thus we can have:

Causative	*Transitive*	*Intransitive*
بنوانا	بنانا	بننا
to get made	make	be made
نکلوانا	نکالنا	نکلنا
to have taken out	eject	emerge
اُٹھوانا	اُٹھانا	اُٹھنا
cause to be raised	raise	rise

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ملوانا	ملانا	ملنا
cause to be brought together cause to meet	bring together cause to meet	be available, to meet

(1) احمد نے مزدوروں سے اپنا مکان بنوایا

Ahmed got his house built by the labourers.

(2) آپ مجھے اپنے دوست سے ملوائیں

(Polite) Introduce me to your friend.

Some causatives are derived as mentioned earlier with لوا such as:

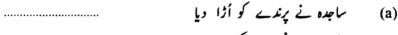| پلوانا ←	پلانا ←	پینا
to cause to drink through someone else	to cause to drink	to drink
رلوانا ←	رلانا ←	رونا
to cause to cry through someone else	to cause to cry	to cry
سلوانا ←	سلانا ←	سونا
to cause to sleep through someone else	to cause to sleep	to sleep

Examples:

احمد نے سب کو چائے پلوائی

Ahmed got the tea served to everyone (for drinking).

ماں نے بچے کو آیا سے سلوایا

Mother got the child put to sleep by the maid servant.

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Self - Check Exercise

1. Make transitives and causitives from the below-given intransitives:

هنسنا، بننا، سننا، رونا، اُڑنا، اُٹھنا، دوڑنا

2. Identify the form of the verb in the sentences given below and write them in the space provided:

(a) ساجدہ نے پرندے کو اُڑا دیا ....

(b) مالی نے باغ میں کئی درخت کاٹ دیۓ ....

(c) ماں بچے کو سُلا رہی ہے ....

(d) حامد میدان میں دوڑ رہا ہے ....

(e) شیام میری بات پر ہنس رہا تھا ....

3. Fill in the blanks with appropriate verbs:

(a) شاگرد کلاس میں ....

(b) مجھے آج گھر جلدی ....

(c) حامد کے والد نے بازار سے ....

(d) میں نے اپنے دوست کو اپنے اتا سے ....

(e) وہ غروب آفتاب کے وقت مسجد میں ....

4. Make ten sentences (five each for transitive and intransitive) with the help of the following verbs:

کھیلنا، چڑھنا، کرنا، جیتنا، ہنسنا

Sample Exercise

1. Identify the forms of the verbs in the sentences given below and write them down:

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(a) آج میں نے اپنے دوست کو فون کروایا

(b) تمہارے بھائی نے مجھے تمہارے چچا سے ملوایا

(c) حامد نے شیام کو گھر سے بلایا

(d) اس کا ہاتھ مشین میں پھنس گیا

(e) والد نے نئی وصیت لکھوائی

2. Make fifteen sentences using causative/transitive forms of the following verbs:

کہنا   پہنچنا   مرنا   پینا   سونا   کھیلنا   بھیجنا

3. Complete the following sentences:

(a) شاہد درخت سے ....

(b) رام نے دروازہ ....

(c) بس اسٹینڈ پر نہیں ....

(d) خزاں میں پتّے.................................

(e) آج بازار میں سبزی.................................

4. Mark the causative verbs in the below given paragraph. Make your own sentences by using them:

آج صبح میں نے بچوں کے لیے کھانا بنوایا۔ ان کو اپنے ساتھ لے کر بس اسٹینڈ پر گیا اور ان کو بس میں چڑھوایا۔ آج کل سڑک پر بہت بھیڑ رہتی ہے۔ والدین کو بچوں کو بس میں حفاظت سے بٹھانا پڑتا ہے۔ تعلیم کے لیے بھی اعلیٰ انتظام کروانے پڑتے ہیں۔ چونکہ گاؤں میں تعلیمی ذرائع دسترس میں نہیں ہوتے اس لیے بچوں کو شہر کے اسکولوں میں داخل کروانا پڑتا ہے۔

....

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Block III

Unit 1

1. (a) Simple Past گیا (b) Past continuous رہے تھے

(c) Present continuous رہا ہوں (d) Present continuous رہے ہو

2. (a) کام کر رہے تھے (b) جا رہے تھے

(c) دوڑ رہے تھے (d) کھانا کھا رہے تھے

(e) ہو رہا تھا (f) کر گئے

(g) کھیل رہے تھے

Unit 2

1. (a) Present Perfective (b) Present Perfective

(c) Past Perfective (d) Past Perfective

(e) Present Perfective

2. (a) پہنچ گیا (b) چھوٹ گئی تھی

(c) تعریف کی (d) حفظ کر چکا تھا

(e) سنائی

4. چلی گئی، چبانے لگی، کھلا، نکلی، کھڑے ہوگئے، سہلائی،
بولی، بھاگ جاؤ، مشورہ ہو چکا تھا، ڈال دی جائے گی

1   (a) تو گاڑی پکڑ لیتا   (b) تو میں ان کو کتاب بھیج دوں گا

    (c) تو میں انہیں یہاں بلالیتا   (d) تو میں اپنے شہر واپس چلا جاؤں گا

    (e) تو اپنے دوست سے مل لیتے

3   (a) ختم کر چکا تھا   (b) نہ کہہ پایا

    (c) فیل ہو جائیں گے   (d) خوبصورت رہ سکتا ہے

    (e) مل سکتے تھے

2   (a) transitive   (b) transitive

    (c) transitive   (d) intransitive

    (e) intransitive

3   (a) پڑھ رہا ہے   (b) پہنچنا ہے

    (c) کھلونے خریدوائے   (d) ملوایا

    (e) داخل ہوا

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Block IV

In this block you will study about the postpositions, passive construction, simple, compound and conjunct verbs and adverbs. Different postpositions perform different functions when they join the object with the verb. The passives too need to be looked at carefully. The more complex verb forms are also being explained here. Appropriate examples will be provided for making the discussions clear. This block is being divided into the following units:

Unit 1   Postpositions

Unit 2   Passive constructions

Unit 3   Simple, Compound and Conjunct verbs

Unit 4   Adverbs.

Each unit will be followed by a self-check exercise which you are expected to complete after reading each section. The key to self - check questions is provided at the end of each block. This will be followed by a set of sample questions to which you will write your answers on a separate sheet of paper and send it to NCPUL. A glossary of the words used in the examples and exercises is given at the end of the book.

Unit 1
Postpositions

Structure

4.1.0 Objectives

If you read this unit carefully you will be able to

- know place of a postposition in a sentence of Urdu

- recognise the different postpositions along with their functions

- understand especially the nature of کا ، کے ، کی and کو

- know the distinctive use of نے

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4.1.1 Introduction

A language like Urdu has postpositions whereas a language like English has prepostions. A postposition indicates a relation between a noun or a pronoun and another noun or pronoun. In Urdu these words are placed after the noun or pronoun whose relation is denoted by them with another noun etc. since they are postpositions. In English they are placed before a noun and hence are called prepositions. Look at the two examples below:

1. English: The book is lying on the table.

2. Urdu: کتاب میز پر ہے
The book is lying on the table.

Notice that in the English sentence the word on denoting the relation occurs before the noun group the table and hence it is called preposition. In the second sentence the equivalent word پر is placed after the noun میز and hence it is called postpostion. In this unit you will learn about the use of important postpositions in Urdu.

4.1.2 Postposition

You already know that postpositions indicate a relation between a noun or a pronoun and another noun or a pronoun. The postpositions denote relations between nouns or pronouns concerning the basic relations of location. The important postpositions are the following:

of location   اوپر، پر، میں، اندر

of time   میں، پر

of relation   کو، کے، کی،کا

In the following sections we will look at the important postpositions and mention their important functions.

4.1.3 The use of میں

(i)(a) میں and اندر (in) indicate location 'where', e.g.

(1) رام کمرے کے اندر ہے

Ram is in the room.

(2) دراز میں کتاب رکھی ہے

The book is in the drawer.

(b) میں and اندر are also used to express duration of time, e.g.

(3) حامد دو دن میں دہلی پہنچا

Hamid reached Delhi in two days.

(4) یہ کام دو دن کے اندر ہو جائے گا

This work will be done within two days.

(5) صابرہ پانچ منٹ میں چائے بنا لیتی ہے

Sabira prepares tea in five minutes.

(c) میں can also be used to express 'cost'/'price', e.g.

(6) ایک لیٹر دودھ کتنے میں آتا ہے

What is the cost of one litre of milk?

(7) ایک لیٹر دودھ پانچ روپیہ میں آتا ہے

One litre of milk costs five rupees.

(8) یہ کتاب دس روپیہ میں ملتی ہے

This book costs ten rupees.

4.1.4 The use of پر and اوپر

(a) پر (par) can be used to express a point of time, e.g.

(1) گاڑی پانچ بجکر دس منٹ پر آئی

The train arrived at ten minutes past five.

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(b)   پر (par) also denotes location and position, 'on', 'upon', 'at'. Examples:

(2)   کتاب میز پر ہے

The book is on the table.

(3)   ٹوپی سر پر ہے

The cap is on the head.

(4)   وہ گھوڑے پر سوار ہے

He is riding a horse.

(5)   احمد دروازے پر کھڑا ہے

Ahmed is standing at the door.

(c)   پر (par) is also used with object of verb denoting mercy, faith, anger etc., e.g.

(6)   اُس پر خدا کی مہربانی ہو

May God's blessings be on him.

(7)   مجھے اُس پر بہت ہنسی آئی

I felt much laughter at him.

(d)   On many occasion اوپر, (on) is also used for 'on', 'upon', e.g.

(8)   میں میز کے اوپر بیٹھ گیا

I sat on the table.

(9)   میرے فلیٹ کے اوپر ایک فلیٹ ہے

There is one more flat upon my flat.

(10)   چھت کے اوپر جاکر بیٹھ جاؤ

Go and sit on the terrace.

4.1.5 The use of کی، کے، کا

کی، کے، کا are a separate type of postpositions. Notice that

these three forms are like the three forms of an adjective as in اچّھا (good), اچّھے (good), اچّھی(good) (all meaning good) and the form is determined as in the adjectives by the noun that follows as in رام کا گھر 'Ram's house'. In this sentence گھر (ghar) is masculine and hence the use of کا. In رام کی دوکان (Ram's shop), دوکان (shop) is feminine hence کی is used. Similarly in رام کے گھر (Ram's houses) andرام کی دوکانیں(Ram's shops) کے and کی are in agreement with masculine and feminine plural nouns.

Just as in کالا (black) adjective where the adjective shows through forms as کالا(black), کالے(black), کالی(black) here too we have the occurrences of کی، کے ،کا. We know that there is no separate form for oblique both in masculine and feminine adjectives. Hence the کا forms behave in form exactly like an adjective in Urdu. We may formally treat کا as an adjective but semantically it is treated as a postposition as it has no meaning of its own, and like any adjectival phrase it links two nouns. کا forms have no relationship with the verb just as پر (par), سے سے، etc.do not have. Notice the functions of the کا forms.

(a)   Possession:

(1)   ساجد   کا   قلم   اچّھا   ہے

Sajid's pen is good.

(2)   حامد   کے   کپڑے   صاف   ہیں

Hamid's clothes are clean.

(b)   Relation:

(3)   راجن   کا   بھائی   دلّی   میں   رہتا   ہے

Rajan's brother lives in Delhi.

(4) ‏رادھا کی بہن آگرہ میں رہتی ہے‏

Radha's sister lives in agra.

(5) ‏دانش کے بھائی احمد آباد میں رہتے ہیں‏

Danish's brothers live in Ahmedabad

(6) ‏راشد کی بہن لکھنؤ میں رہتی ہے۔‏

Rashid's sister lives in Lucknow.

(c)   Material:

(7) ‏سونے کا ہار قیمتی ہے‏

The necklace of gold (golden necklace) is expensive.

(8) ‏لکڑی کی میز خوبصورت ہے‏

The wooden table is beautiful.

(9)

2.   Identify adverbs/adverbials of time or place in the
      following sentences and make sentences with them in

the space provided:

(a) ادھر اُدھر لوگ ہی لوگ تھے

....

....

(b) چاروں طرف سبزہ اُگا ہوا تھا

....

....

(c) کتب خانے میں ہر طرف طلبہ پڑھ رہے ہیں

....

....

(d) بازار میں کم جگہوں پر کتابیں بک رہی تھیں

....

....

(e) اُردو غزل کا شوق ہر طرف پھیل رہا ہے

....

....

3. Underline adjectives which function as adverbs in the following sentences and write them in the space provided:

(a) وہ تیزی سے دوڑ رہا تھا

....

(b) اس نے پہلے ہی اُستاد سے اجازت لے لی تھی

....

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(c) چور ہوشیاری سے فرار ہوگیا تھا

....

(d) اُس نے چالاکی سے اُسے سب کچھ بتا دیا

....

(e) حامد نے فوراً دست بستہ ہوکر معافی مانگ لی

....

4. Complete the following sentences with the following adverbs of time/place:

نصف شب کو، آدھے دن سے، پرسوں، آج کل

(a) وہ .... اسکول کے باہر کھڑا ہوا ہے

(b) میرے والد .... گھر پہنچے

(c) میرا بھائی لندن سے .... آرہا ہے

(d) اسے .... اپنی خبر نہیں رہتی

Sample Exercise

1. Identify the adverbs/adverbials of manner/instrument in the sentences below:

(a) اس نے یہ امتحان آسانی سے پاس کر لیا

(b) وہ لڑکی باغ میں خراماں خراماں چل رہی تھی

(c) وہ بچہ چپکے سے آکر میرے پاس بیٹھ گیا

(e) رام چپکے چپکے کلاس میں داخل ہوا

(f) اس نے قلم سے تیر کا کام لیا

(g) یہ جوتا مشین سے نہیں بنا ہے

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(h) ساجد نے چاقو سے کاغذ کاٹ ڈالا

(i) مالی نے پھاوڑے سے گڑھا کھودا

2. Make sentences with the following forms:

ضعف سے ہوا رنجیدہ ہوکر زلزلہ سے خوشی سے

پہلے کے بعد کے پہلے سے اتنے میں کمزوری سے

3. Put the sign ✓ or ✘ in front of sentences using adverbials:

(a) حامد بازار سے آکر اسکول چلا گیا

(b) شاہد دھیرے دھیرے ٹہل رہا تھا

(c) بچے پتھر مار کر بھاگ گئے

(d) نوکر کھانا دے کر باہر چلا گیا

(e) میں تھک ہار کر بیٹھ گیا

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Block IV

Unit 1

1. (a) میں   (b) میں
   (c) نے   (d) کو
2. (a) نے، کے، پر   (b) نے، کو، کا
   (c) سے   (d) نے، کو
   (e) کی، سے، میں
3. (a) سے، کی   (b) میں، نے، کا
   (c) پر   (d) کی

Unit 2

1. (a) لکھوا رہا ہے   (b) بنوا لیا ہے
   (c) لکھوا دیا ہے   (d) بھر دیا گیا ہے
   (e) منگوا لی ہوں گی
2. (a) لکھا نہیں جا رہا ہے   (b) چلائی جا رہی ہے
   (c) نہیں پڑھوائی ہے   (d) علاج نہیں ہو پا رہا ہے
   (e) نہیں دیا جا رہا ہے

Unit 3

1. (a) Simple verb   (b) Simple verb
   (c) Conjunct verbs   (d) Compound verb
   (e) Conjunct
2. (a) حفظ کر لیا ہے   (b) سزا سنائی
   (c) خطاب دیا   (d) سیکھی جا سکتی ہے
   (e) کامیابی حاصل کی

1. (a) فوراً   (b) اچانک   (c) ایک دم

    (d) یکایک   (e) تیزی سے

2. (a) اِدھر اُدھر   (b) چاروں طرف   (c) ہر طرف

    (d) کم جگہوں، پر   (e) ہر طرف

3. (a) تیزی سے   (b) پہلے ہی   (c) ہوشیاری سے

    (d) چالاکی سے   (e) دست بستہ ہوکر

4. (a) آدھے دن سے   (b) نصف شب کو   (c) پرسوں

    (d) آج کل

....

Block V

In this block you will study about the sentence patterns of the Urdu language. Urdu has four distinct sentence patterns, namely, those of declarative, interrogative, exclamatory and imperative sentences. The block is being divided into the following units:

Unit 1	:	Sentence patterns of Urdu - I
Unit 2	:	Sentence patterns of Urdu - II
Unit 3	:	Compound sentences
Unit 4	:	Complex sentences

Unit 1 will focus on declaratives in detail and will briefly mention the other forms. Unit 2 will discuss the interrogative, exclamatory and imperative sentences in some detail. Unit 3 and Unit 4 will deal with larger sentences which consist of more than one clause.

Each unit will be followed by a self-check exercise which you are expected to complete after reading each section. The key to self-check questions is provided at the end of each block. This will be followed by a set of sample questions to which you will write your answers on a separate sheet of paper and send it to NCPUL. A glossary of the words used in the examples and exercises is given at the end of the book.

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Unit 1

Sentence Patterns of Urdu - I

Structure

4.1.0   Objectives

If you read this unit carefully you will be able to

● identify the broad sentence patterns of Urdu.

● recognise the forms of different types of sentences

● know the functions of different types of sentences

● Identify and use affirmative and negative sentences

4.1.1   Introduction

You already know that the basic word order of a sentence

of Urdu is Subject -Object- Verb (SOV). There are, however, sentences where some modifications take place, e.g., there may not be a subject in a sentence which may be intended as an order or command,or, a word in a sentence may be replaced by a question word in sentences seeking information etc. Such modifications give us different types of sentences in the Urdu language.

Broadly, Urdu has four types of sentences, namely, declaratives, interrogatives, imperatives and exclamatives. In this unit we will look at these sentences.

4.1.2 Declarative Sentences

Declarative sentences are those sentence types whose primary purpose is to give information. These sentences are factual statements which assert facts. For example look at the sentence below:

<div dir="rtl">

حامد کتاب پڑھ رہا ہے   (1)

</div>

Hamid is reading a book.

Here حامد is the subject کتاب (book) the object and پڑھ رہا ہے (is reading) the verb. The sentence is making a statement regarding what حامد (Hamid) is doing. The declarative sentences are affirmative or negative. We look at these sub types now.

4.1.2.1 Affirmative Sentences

You now know that declarative sentences assert or declare something. These sentences could either contain a positive statement or a negative statement. The ones containing positive statements are called affirmatives or affirmative sentences, and the ones with negative statements are negatives or negative sentences. Let us look at some affirmative sentences given below:

(1) حامد سو رہا ہے

Hamid is sleeping.

(2) لڑکوں نے کل میچ اچھا کھیلا

Yesterday the boys played the match well.

(3) ہم بچوں کو مٹھائی کھلائیں گے

We will treat the children with sweets.

All the above sentences are positive statements. While sentence (1) is in the present tense, (2) is in the past tense and (3) is in the future tense. Thus, any expression which makes a statement, which is not negative is an affirmative sentence.

4.1.2.2 Negative Sentences

Negative sentences in Urdu are formed with the use of elements likeنہیں, مت(mat) andنہ(na). Out of these نہیں is the most common, e.g.

(1) سیما اخبار نہیں پڑھتی

Seema doesn't read newspapers.

(2) ہم بازار نہیں جا سکے

We could not go to the market.

Notice that the negative element نہیں precedes the main verb پڑھنا `study' in (1) and جانا`go' in (2).

At times the negative element follows the verb but this is only in cases of special emphasis. For example:

(3) احمد جائے گا نہیں

Ahmed will not go.

(4) احمد نے میرا خط پڑھا تو نہیں؟

Ahmed hasn't read my letter, has he?

In sentences (3) and (4) the negative element occurs after the main verb جائے گا (will go) and پڑھا (read) in (4) the expression تو نہیں indicates apprehension on the part of the speaker.

Another aspect worth noticing about نہیں (not) in Urdu is that whenever it is used for universal truths or habitual facts the present tense marker ہے (is) ہیں (are) or ہوں (am) does not occur, e.g., see the sentences below:

(5)   ہم   دودھ   نہیں   پیتے

We never drink milk.

(6)   وہ   لوگ   کار   میں   نہیں   جاتے

Those people never travel by car.

(7)   سورج   مغرب   سے   نہیں   نکلتا

The sun doesn't rise in the west.

(8)   جھوٹ   کے   پیر   نہیں   ہوتے

(Literal) Falsehood has no feet(is baseless).

The negative element مت in Urdu is used in familiar imperatives, e.g.

(9)   (تو) وہاں مت جا

(You) Don't go there (least polite).

(10)   (تم) مت جاؤ

Don't go (less polite).

In (9) and (10) the pronouns تو and تم indicate familiarity and here the sentence is negated by placing مت to the right of the main verb جا.

The negative element نہ is used in polite imperatives. Eg.

(11)   (آپ) وہاں نہ جائیے

(You) Don't go there (polite).

(12)   بہتر ہوگا کہ آپ وہاں نہ جائیں

It is better for you not to go there .

Sentences (11) and (12) have the polite pronoun آپ as the subject and they use the negative element نہ in the position right of the main verb جانا .

4.1.3 Interrogative Sentences

Interrogative sentences are those sentences in which the hearer is requested to give information about something. For example, look at the sentence given below:

(1)   کیا عبدل بازار جا رہا ہے؟

Is Abdul going to the market?

The sentence has a question word کیا which gives the following statement its question or interrogative form. We will look at the interrogatives in greater detail in the next unit. It may suffice for the time being to remember that interogative sentences are formed by using words like کیا (Is/what), کون (who), کیسے (how), کب (when) etc, which will be discussed in the next subsection.

4.1.4 Imperative Sentences

Imperative sentences are mainly used to express commands, orders, requests etc. to a second person. For example look at the sentence below.

(1)   دروازہ بند کر دو

Shut the door.

Here دروازہ is the object and بند کردو is the verb. Since the command, order or a request etc. is always made to a second person تو/تم/آپ, conventionally, such sentences are marked by the absence of a second person pronoun which is the subject of the sentence. These sentences will be dealt with in greater detail in the next unit.

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4.1.5 Exclamatory Sentences

Exclamatory sentences function to express a strong emotional state. Look at the sentence below:

واہ واہ! کیا جیتے میچ ہے

Vow! What a win in the match.

Here the expression واہ واہ واہ واہ! represents a state of spontaneous happiness and appreciation.

The exclamatory sentnces will be dealt with in greater detail in the next unit.

Self - Check Exercise

1.   Identify the kind of sentences:

(a) حامد پڑھ رہا تھا   ....

(b) ظفر بازار گیا اور کتاب خرید لایا   ....

(c) رشید آج لکھنؤ نہیں جا رہا ہے   ....

(d) واہ! کیا خوبصورت عمارت بنائی ہے   ....

(e) اُسے اسکول جانے دو   ....

(f) اُس نے اپنا کام پورا کیوں نہیں کیا؟   ....

2.   Fill in the blanks with appropriate words:

(a) ان کو کام ....

(b) بازار سے قافلہ..................................

(c) افسوس ! ہمارا سچا دوست..................................

(d) واہ واہ ! دنیا میں بھی..................................

(e) خبردار! اس بچے کو اگر..................................

3.   Identify exclamatory expressions:

(a) کیا خوب منظر ہے!   ....

(b) واہ واہ ! کیا شعر کہا ہے   ....

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(c) کتنی افسوس ناک بات ہے ....

(d) یا خدا! میری دعا قبول کر ....

(e) یا اللہ! کیا مصیبت ہے؟ ....

4. Mark the affirmative and negative forms and make sentences using affirmative and negative forms.

(a) اس نے آج اخبار نہیں پڑھا ....

(b) حامد بازار سے کتاب لایا ....

(c) صابر نے تمہیں آواز نہیں دی ....

(d) ساجدہ اپنے بھائی کے گھر گئی ہے ....

5. Identify imperative/exclamatory sentences:

(a) اس خط کو روانہ کرو ....

(b) کیا لذیذ کھانا پکایا ہے ....

(c) اسے باہر جانے دو ....

(d) فوراً یہ کتاب لاؤ ....

(e) واہ! مزہ آگیا ....

Sample Exercise

1. Fill in the blanks:

(a) کتنا اونچا ....

(b) .... کیا خوب کہا ہے

(c) .... بولو

(d) .... روانہ کرو

(e) .... حسین ہے

2. Make ten sentences with the help of the following words:

کتنا   شاید   ممکن ہے   افسوس ناک   واہ

یا خدا   اچھا!   کیا   کیسی   کتنی

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3. Write ten sentences using the affirmative and the negative forms.

4. Underline the exclamatory expressions in the sentences given below:

(a)   ہائے اللہ! یہ کمبخت کیا کہہ رہی ہے

(b)   کتنی بے حیا ہے!

(c)   واہ واہ! سن کر مزہ آ گیا

(d)   کیسے کیسے حادثے ہو رہے ہیں!

(e)   واہ! اس نے کتنی عمدہ بات کہی!

....

Unit 2

Sentence Patterns of Urdu - II

Structure

4.2.0   Obejctives

If you read this unit carefully you will

● learn more about the sentence patterns of Urdu

● know how different kinds of interrogatives are formed

● know how different exclamatory sentences can be formed

● recognise the structure and function of imperative sentences

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4.2.1 Introduction

You know by now that basic sentence pattern of Urdu consist of declarative interrogative, exclamatory and imperative sentences.

In this unit we will look at how the interrogative, exclamatory and imperatve sentences are formed. We will also look at their functions, The interrogative sentences that will be discussed are the yes/no types and the information question. The exclamatory sentences will take into account the use of interjections, nouns, pronouns, adjectives and the use of کیا and کتنا for exclamatory purposes.

4.2.2 Interrogative sentences

Interrogative sentences are of two major types - the Yes/no questions and the information questions. In a yes/no question the speaker expects yes or no as the answer while in an information question the speaker attempts to get some information. Look at the sentences:

<div dir="rtl">

کیا آپ لکھ رہے ہیں؟ (1)

</div>

Are you writing?

<div dir="rtl">

حامد کے پاس کیا ہے؟ (2)

</div>

What does Hamid have?

Here the first sentence is a yes/no question and the second one is a content question.

4.2.2.1 Yes/No questions

You already know that in a yes/no question the speaker expects only a yes or a no as an answer. Look at the yes-no question's below:

<div dir="rtl">

کیا آپ لکھ رہے ہیں؟ 1(a)

</div>

Are you writing? (polite)

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کیا آپ مجھے وہ کتاب نہیں دیں گے 2(a)

Won't you give me that book? (polite)

کیا یہ بس مہرولی جائے گی 3(a)

Will this bus go to Mehrauli?

The answer to all these questions in (1a), (2a) and (3a) can be a yes or a no. The corresponding statements to the questions are:

آپ لکھ رہے ہیں 1(b)

You are writing (polite).

آپ مجھے وہ کتاب دیں گے 2(b)

You will give me that book (polite).

یہ بس مہرولی جائے گی 3(b)

This bus will go to Mehrauli.

It can be seen that the word کیا occurs in all the sentences in the initial position. It can, however, also occur in the final position of a sentence as shown in the sentences below. The meanings of 1(c), 2(c) and 3(c) ar the same as those of 1(a), 2(a) and 3(a) respectively:

کیا آپ لکھ رہے ہیں؟ 1(a)

Are you writing ? (polite)

آپ مجھے وہ کتاب دیں گے کیا؟ 2(c)

Will you give me that book? (polite)

یہ بس مہرولی جائے گی کیا؟ 3(c)

Will this bus go to Mehrauli?

We can thus say that a yes/no question is formed by placing the question word کیا either in the beginning of a sentence or at the end of it. No other condition is necessary for forming a yes/no question in Urdu.

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4.2.2.2   Information questions

You already know that in information questions the speaker tries to get some information from the hearer., e.g. in the sentence

حامد کو کس نے مارا؟   (1)

Who beat Hamid?

The information provided could be رشید نے . Here the information seeking question word was کس (who). In Urdu all question words start with a ک as shown below:

کیا	What
کون	Who
کہاں	Where
کب	when
کس قدر/ا کتنا	How much
کیوں	Why
کیسے	How

These question words can be used to question the subject, direct object, indirect object and the adverbs of time, place and manner. Let us look at examples of each of these.

In the case of an interrogative if we get the subject as an answer then we say that the subject is being questioned, e.g.

کون آیا ہے؟   2(a)

Who has come?

یہ تصویر کس نے بنائی ہے؟   3(a)

Who has made this portrait?

The answer to (2) could be رشید and to (3) could be احمد.

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Thus, the answers will be

<div dir="rtl">

2(b) رشید آیا ہے؟

</div>

Rasheed has come.

<div dir="rtl">

3(b) یہ تصویر احمد نے بنائی ہے

</div>

Ahmed has made this portrait.

These were examples of questions in the subject·position where both رشید and احمد are subjects occuring in the initial position of the respective sentences. Also note that the question words کون and کس نے occur in place of the subjects in the sentence initial   position.

Let us now look at the interrogative sentences when the object is questioned. Look at the sentences below:

<div dir="rtl">

(4) رضیہ نے سیب کھایا

</div>

Razia ate an apple.

<div dir="rtl">

(5) رضیہ نے کیا کھایا؟

</div>

What did Razia eat?

<div dir="rtl">

(6) احمد نے حامد کو کتاب دی

</div>

Ahmed gave a book to Hamid.

<div dir="rtl">

(7) احمد نے کے کتاب دی؟

</div>

Whom did Ahmed give a book?

<div dir="rtl">

(8) احمد نے حامد کو کیا دیا؟

</div>

What did Ahmed give to Hamid?

Sentences (4) and (6) are statements. In (4) the object is سیب and when it is questioned the question word appears in its place as in sentence (5).

Sentence (6) has an indirect object حامد and a direct object کتاب. In (7) information is sought about the indirect object and the answer to the question would be کتاب.

Note that the question word ﮐﯿﺎ occurs at the same place as ﺣﺎﻣﺪ in the sentence. In (8) information is sought about the direct object ﮐﺘﺎﺏ. The answer to the question form ﮐﯿﺎ here is ﮐﺘﺎﺏ. Notice again that the question word occurs at the same place as the direct object in the sentence.

Similarly in question sentences where we get the time, place or manner adverbs as answers, we say that the adverb is being questioned. Look at the sentences below:

(9) ﻭﮦ ﻟﻮﮒ ﮐﮩﺎﮞ ﺭﮨﺘﮯ ﮨﯿﮟ؟

Where do those people live?

(10) ﺭﺣﯿﻢ ﮐﺐ ﺁﺋﮯ ﮔﺎ؟

When will Rahim come?

(11) ﺍﺣﻤﺪ ﮐﯿﺴﮯ ﺩﻭﮌ ﺭﮨﺎ ﮨﮯ؟

How is Ahmed running?

In (9) the question word ﮐﮩﺎﮞ questions the place adverb. The answer to the question could be:

(12) ﻭﮦ ﻟﻮﮒ ﺩﻟّﯽ ﻣﯿﮟ ﺭﮨﺘﮯ ﮨﯿﮟ

Those people live in Delhi.

In (10) ﮐﺐ questions the time adverb and the answer to the question could be :

(13) ﻭﺍﺭﺛﯽ ﮐﻞ ﺁﺋﮯ ﮔﺎ

Warsi will come tomorrow.

In (11) ﮐﯿﺴﮯ questions manner adverb and the answer could be:

(14) ﺍﺣﻤﺪ ﺗﯿﺰ ﺩﻭﮌ ﺭﮨﺎ ﮨﮯ

Ahmed is running fast.

In all the above cases of information seeking questions,

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you will notice that the question word occurs in the same position as the item that is being questioned. That is, if we question the subject the question word occurs in the subject position. If we question the direct object then it would appear in its position. Or if we question the indirect object or the adverbs of place, time and manner the question words occur in their respective positions.

4.2.3 Exclamatory Sentences

Exclamatory sentences are those whose primary function is to express a strong emotional state in the speaker. Generally this is expressed through the use of interjections and/or with the help nouns, pronouns, adjectives and of words like کتنا (how much) and کیا (what) etc.

4.2.3.1 Use of Interjections

Interjections are a group of words which express feelings, curses, and wishes etc. These words are somewhat strange because they cannot be inflected/declined and also they do not have any dictionary meaning. They are often onomatopoeic, i.e., their sense is conveyed through their sound, as in the sentences below:

1(a)   واہ! کتنا اچھا کھانا ہے

Vow! What a good food.

2(a)   ارے، یہ کہاں سے آیا

O! From where has this come.

3(a)   اُف! کتنی افسوسناک بات ہے

Oh! What a sorrowful thing.

4(a)   واہ! مزہ آ گیا

Vow! How enjoyable.

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<div dir="rtl">

5(a)   چھی! اسے پھینک دو
</div>

Eek! Throw it away.

<div dir="rtl">

6(a)   ہائےرے! ٹانگ میں درد ہے
</div>

Ouch! There is pain in the leg.

<div dir="rtl">

7(a)   افسوس! بے چارہ مر گیا
</div>

Alas! The poor fellow died.

In sentence 1(a) واہ is expressive of praise, in 2(a) ارے of surprise, in 3(a) اُف is expressive of sorrow, in 4(a) واہ! expresses happiness, in 5(a) چھی represents a feeling of repulsion, in 6(a) ہائے رے represents pain, and in 7(a) افسوس represents deep-felt sorrow etc. These expressions are called interjections. In speech the above sentences can function as exclamatory even without the interjections, but then they have to be articulated with an emphasis. Thus we can have, e.g.:

<div dir="rtl">

1(b)   کتنا اچھا کھانا ہے!
</div>

What a good food.

<div dir="rtl">

2(b)   یہ کہاں سے آیا
</div>

From where has this come?

<div dir="rtl">

3(b)   کتنی افسوسناک بات ہے!
</div>

What a sorrowfull thing!

<div dir="rtl">

4(b)   مزہ آ گیا
</div>

How enjoyable!

4.2.3.2   Use of nouns, pronouns, adjectives and verbs for exclamations

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Sometimes nouns, pronouns, adjectives and even verbs

can be used for indicating exclamation, e.g,:

(1) یا خدا! یہ کیا ہو گیا

Oh God! What has happened.

(2) اچھا! اس نے یہ کہا

Is it! he said so.

(3) کیا! وہ پھر آ گیا

What! He has come again.

(4) چل ہٹ! یہاں پھر کبھی مت آنا

Get away! Don't you ever come here again.

In (1) the expression with a noun یا خدا represents 'imploration', in (2) the adjective اچھا! represents 'surprise', in (3) the pronoun کیا is also indicative of 'surprise', and in (4) the verb form چل ہٹ represents 'scolding'.

4.2.3.3 Use of کیا and کتنا

Sometimes words like کتنا and کیا etc. are used for making a sentence exclamatory. Look at the sentences below:

(1) یہ لڑکی کتنی حسین ہے

How beautiful this girl is!

(2) کتنی اچھی طرح گانا گایا اس نے!

How beautifully he sang the song!

In (1) کتنی is placed before an adjective and is indicative of 'very'. In (2) the word کتنی اچھی طرح is placed before the noun گانا (song) and it is expressive of appreciation. In the former case a quality is admired and in the latter case an object is appreciated.

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4.2.4 Imperative Sentences

Imperative sentences are used mainly to express a command or a request. Since commands and requests can only be made to a hearer, all imperative sentences, therefore, have the second person pronoun as the subject. By convention these are generally not used in the subject position but are understood as such.

In Urdu there are three imperative sentences corresponding to the three second person pronouns. تو ، تم and آپ, e.gs.

$$\text{کتاب پڑھ} \tag{1}$$

Read the book.

$$\text{کتاب پڑھو} \tag{2}$$

Read the book.

$$\text{کتاب پڑھیے} \tag{3}$$

Read the book.

$$\text{آپ یہ کتاب ضرور پڑھیے گا} \tag{4}$$

You must read this book.

Sentence (1) has تو in the subject and the verb is a bare root and the sentence represents intimacy or a usage for younger or people lower in rank. Sentence (2) has تم in the subject and the verb is inflected for the second person singular and plural and the sentence expresses familiarity or equal status. In (3) the hidden pronoun in the subject is آپ and the verb form is second person honorific and the whole sentence is expressive of politeness or request. It is also clear from the above that in imperatives the subject pronoun is not used. Sentence (4) represents an emphatic imperative form. Here گا is added to the verb and this makes the sentence emphatic and polite.

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Self - Check Exercise

1. Complete the sentences with the proper question words:

(a) آپ .... سے اردو لکھنے کی مشق کر رہے ہیں؟

(b) تمہارے گھر سے اسکول ....ہے؟

(c) آپ کے والد .... کارخانے میں کام کرتے ہیں؟

(d) تمہارے شہر میں .... کتاب خانے ہیں

(e) آپ .... کو خط لکھ رہے ہیں

2. Use واہ واہ!، کس قدر، کیا، کتنی، کیا etc and complete in the following sentences.

(a) .... منظر ہے

(b) .... وہ پھر یہاں آئے گا

(c) .... مزہ آگیا

(d) .... عمدہ غذا تھی

(e) .... حسین لڑکی ہے

3. Make sentences using the following words/expressions:

کیا   ہائے   واہ واہ!   واقعی   کتنی   کیسی   کیسی

4. Identify the type of sentences in the following.

(a) ہائے وہ بھی کیا زمانہ تھا؟   ....

(b) اسے یہاں سے بھگا دو   ....

(c) واہ واہ! کیا عمدہ غزل ہے   ....

(d) افسوس! اسے یہ بات نہیں کہنی چاہیے تھی   ....

(e) اُسے یہ کام کرنے کو کس نے کہا تھا؟   ....

Sample Exercise

1. Make sentences with the following exclamatory expressions:

واہ واہ !، حقیقت میں!، واقعی، یا خدا!، اللہ بچائے

خدا کی پناہ، کیسے کیسے، کس قدر، کتنے، کون کون

2. Complete the following sentences:

(a) اس کتاب میں .... اچھی معلومات ہیں!

(b) اس دنیا میں بھی .... مخلوق ہے!

(c) وہ .... بڑا عالم ہے!

(d) آئندہ ادھر .... آنا

(e) .... اسے باہر جانے دو

3. Change the following sentences using the question words:

(a) آپ وہاں آ رہے ہیں

(b) وہ ان کے جلسے میں شریک ہونے جا رہا ہے

(c) وہ بہت خوبصورت تصویر بناتا ہے

(d) وہ یہاں پہنچ گیا

(e) اس نے بازار سے اردو کی بہت سی کتابیں خرید لیں

....

Unit 3
Compound Sentences

Structure

4.3.0 Objectives

If you read this unit carefully you will be able to know the

- difference between simple and compound sentences
- recognise compound sentences
- come to know the different ways in which compound sentences can be formed

4.3.1 Introduction

A sentence of Urdu can be a simple, compound or a complex sentence. A simple sentence consists of one clause. A clause or a simple sentence refers to a form with only one subject and one verb. It may also have one object if the verb is transitive. Compound sentences are sentences formed by conjoining more than one clause. The process of conjoining is called co-ordination. About complex sentences you will read in the next unit of this block.

4.3.2 Simple Sentences

Simple sentence is recognised as a structure made up of a single clause. This means that the structure consists of a subject and a single verb in the verb phrase, and if the verb is transitive there will also be an object., e.g.

$$\text{لڑکا سیب کھاتا ہے} \qquad (1)$$

The boy eats an apple.

Here, لڑکا (boy) is the subject, سیب (apple) the object and کھاتا ہے (eats) the verb. The entire construction is an independent clause as well as a simple sentence.

4.3.3 Compound Sentences

A compound sentence contains at least two main clauses:, e.g.

$$\text{رشید بھوکا تھا اور کھانا کم تھا} \qquad (1)$$

Rasheed was hungry and the food was less.

This single sentence consists of two parts:

$$\text{رشید بھوکا تھا} \qquad (i)$$

Rasheed was hungry.

$$\text{کھانا کم تھا} \qquad (ii)$$

Food was less.

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The two independent clauses are joined by means of the conjunction اور *(and) giving us the single sentence (1).* Such sentences are called compound sentences. Similarly, *a compound sentence may consist of more than two* independent clauses, e.g.

(2) وہ اسکول گیا اور وہاں اس نے بچوں کو دیکھا

He went to school and there he saw the children.

لیکن وہاں کسی سے بات نہیں کی

but there he did not talk to anyone.

Here we have three independent clauses:

(i) وہ اسکول گیا

He went to school.

(ii) اس نے بچوں کو دیکھا

He saw the children.

(اس نے) وہاں کسی سے بات نہیں کی

There (he) did not talk to anyone.

In (2) the first two clauses are joined by اور (and) the second and third clauses are joined by لیکن (but). Although all the three clauses are independent clauses, the interconnection between the clauses makes the sentence a compound one.

4.3.4 Compounding when there is a commmon verb

Sometimes two independent clauses merge in such a way that the sentence does not appear to be a compound sentence, e.g.

(1) حامد اور رشید صبح کو کھانا کھاتے ہیں

Hamid and Raseed have their food in the morning.

وہ   آج   آ   ئے   گا   یا   کل   (2)

He will come either today or tomorrow.

Sentence (1) is actually

حامد   صبح   کو   کھانا   کھاتا   ہے   (1a)

Hamid takes food in the morning.

رشید   صبح   کو   کھانا   کھاتا   ہے   (1b)

Rasheed takse food in the morning.

The two sentences/ clauses have a common verb
کھاتے ہیں (eat), adverb صبح (in the morning) and the object
کھانا (food) which are not repeated in the compound
sentence and the subjects appear to be joined by the
conjunction اور.

In (2) the actual sentences are:

وہ   آج   آ   ئے   گا   (2a)

He will come today.

وہ   کل   آ   ئے   گا   (2b)

He will come tomorrow.

Here again the verb form آ ئے گا as well as the pronoun وہ
(he) are common and are not repeated. Since out of آج
'today' and کل 'tomorrow' only one is possible so the
disjunctive conjunction یا (or) is used. Thus we have

وہ   آج   آ   ئے   گا   یا   وہ   کل   آ   ئے   گا   (2c)

He will come today or he will come tomorrow.

because of repetition , وہ(he) in the second clause is
deleted.

وہ   آج   آ   ئے   گا   یا   کل   آ   ئے   گا   (2d)

Either he will come today or will come tomorrow.

The verb آ ئے گا in the second clause is deleted because

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of being repeated.

$$\text{وہ   آج   آ ئے   گا   یا   کل} \qquad (2)$$

Either he will come today or tomorrow.

This can be re-written as 2(e)

$$\text{وہ   آج   یا   کل   آ ئے   گا} \qquad (2e)$$

Either he will come today or tomorrow.

Here the verb form is shifted to the end and serves to function for both the adverbs آج and کل . Similar explanations can be given for sentences (3) and (4):

$$\text{رام   یا   شیام   جا ئے   گا} \qquad (3)$$

Either Ram or Shyam will go.

$$\text{احمد   چا ئے   یا   کافی   پے   گا} \qquad (4)$$

Ahmed will drink either tea or coffee.

4.3.5   Co-ordinating Conjuntions

The meaning relationship between the two sentences/ independent clauses determines the kind of conjunction to be used. The **co-ordinating conjunctions** can be sub-classified as follows:

(a) Conjunctions: اور   and = نہ صرف   not only

بلکہ   but also

ساتھ ہی   as well as

(b) Disjunction: یا   or = یا.......یا تو   'either or

(c) Negative   نہ تو........نہ......   (neither- nor) otherwise

disjunction: ورنہ، نہیں تو   or else

(d) Adversative   مگر، لیکن، پھر   پھر بھی   تاہم، باوجود،تو بھی   nevertheless,

conjunction: but   (yet)   however

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(e) Reason: اس لیے   کیونکہ
                   that is why   because

Some examples of compound sentences where the above-mentioned conjunctions are used are given in the sub-sections below.

4.3.5.1 Conjunctions

Sentences (1), (2) and (3) combine independent clauses by using the sense of simple cumulation in (1), of `something in addition to' in (2) of `along with' in (3).

(1) احمد نے روٹی کھائی اور رشید نے شربت پیا

Ahmed ate food and Rasheed drank sharbat.

(2) میں نے اسے نہ صرف کتابیں دیں بلکہ پیسے بھی دیے

I gave him not only books but also (gave) money.

(3) احمد نے رشید کو ایک گیند دی ساتھ ہی ایک بلا بھی دیا

Ahmed gave Rasheed a ball as well as a bat.

4.5.3.2 Disjunctions

Disjunctions express alternatives where only one performs the action, e.g.

(1) میں ڈرامہ یا فلم دیکھنے جاؤں گا

I will go to see a drama or a film.

(2) یا تو وہ جائے گا یا میں

Either he or I will go.

In (1) یا (or) is expressive of alternation between going to a play or to a film. In (2) again it is alternation but in the sense of `either .... or'.

4.3.5.3 Negative Disjunction

Disjunction can also be expressed negatively, e.g.

$$نہ رشید جائے گا نہ حامد \qquad (1)$$

Neither Rasheed nor Hamid will go.

$$اچھی طرح پڑھو ورنہ تم پاس نہیں ہوگے \qquad (2)$$

Study properly otherwise you will not pass.

In (1) the sense is of 'neither ... nor', and in (2) of 'otherwise'.

4.3.5.4 Adversative Conjunction

Adversative conjunctions combine independent clauses but in opposition to each other, e.gs.

$$وہ دیکھنے میں سیدھا ہے مگر چالاک ہے \qquad (1)$$

He is simple in appearance but he is clever.

$$احمد غریب ہے پھر بھی خوش ہے \qquad (2)$$

Ahmed is poor yet he is happy.

$$اس نے بہت پڑھائی کی تو بھی اچھے نمبر نہیں آئے \qquad (3)$$

He studied very hard, neverthless he did not secure
good marks.

In (1) instead of لیکن and مگر، پر could also be used to convey the sense of 'but'. In (2) پھر بھی conveys the sense of 'yet', and in (3) تو بھی is expressive of 'nevertheless'.

4.3.5.5 Reason Conjuction

The 'reason' conjunctions show a relationship between two independent clauses where the first represents a statement of fact and the second the reason there of, e.g.

$$اس نے محنت نہیں کی اس لیے وہ فیل ہو گیا \qquad (1)$$

He had not worked hard therefore he failed.

(2) کتاب بہت بکی کیونکہ اس کی چھپائی اچھی تھی

The book sold well because of its good printing.

4.3.6 Generalizations regarding Compound sentences

Based on the above discussion three generalisations about compound sentences need to be highlighted.

(1) Two independent clauses are simply conjoined without any change. This can be seen in the example below:

(1a) بارش ہو رہی تھی بجلی چمک رہی تھی

It was raining. There was lightening.

(1b) بارش ہو رہی تھی اور بجلی چمک رہی تھی

It was raining and also there was lightening.

(2) When two independent clauses are joined, the common verb in the second clause gets deleted, e.g.

(2a) احمد سو رہا تھا ساجد سو رہا تھا

Ahmed was sleeping. Sajid was sleeping.

(2b) احمد سو رہا تھا اور ساجد بھی

Ahmed was sleeping and so was Sajid.

(3) When two independent clauses are conjoined the subjects or objects (or both) get conjoined and a single verb with a modifier is used, e.g.

(3a) سونا مہنگا ہے چاندی مہنگی ہے

Gold is expensive. Silver is expensive.

(3b) سونا اور چاندی مہنگی ہے

Gold as well as Silver are expensive.

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(4a) ‫ہے بڑا گھر کا آپ‬

Your house is big.

‫ہے خوبصورت گھر کا آپ‬

Your house is beautiful.

(4b) ‫ہے خوبصورت اور بڑا گھر کا آپ‬

Your house is big and beautiful.

Sentence (3b) shows conjoined subjects with a common verb (4b) shows conjoined modifiers along with a common subject, a common object and a common verb.

Self - Check Exercise

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1. Identify compound sentences from the following by putting ✓ or ✗ in the box:

    (a) ‫گیا چلا لڑکا کر کھا کھانا‬

    (b) ‫گیا چلا کھیلنے اور آیا سے اسکول لڑکا‬

    (c) ‫کھائے آم نے حامد اور احمد‬

    (d) ‫ہے ستا اور خوبصورت بہت پین یہ‬

    (e) ‫پلاؤ پانی اُسے ہے رہا آ لڑکا جو‬

2. Fill in the appropriate conjunctions in the space provided:

    (a) ‫گا جائے بازار حامد .... احمد صرف‬

    (b) ‫گے جائیں اسکول بھائی کا اس .... ساجد‬

    (c) ‫مانا نہیں وہ .... کی کوشش سمجھانے نے میں‬

    (d) ‫دو .... گا لوں کتاب ایک............. سے میں ان‬

    (e) ‫دیا بھی پیسہ .... کی مدد نے اس‬

    (f) ‫پڑتا چل میں .... ہے درد میں پیر میرے‬

    (g) ‫ڈالو لکھ بھی کتاب .... ہو جانتے اچھی اردو تم‬

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3. Make compound sentences using the following conjunctions:

اور، نہ صرف .... بلکہ، ساتھ ہی، نہیں تو، تو

(a) وہ .... یہاں آیا .... سب کو تحفے بھی دیے

(b) اس نے ابّا کے نام پیغام دیا .... چچا کے آنے کا پروگرام بھی بتایا

(c) .... وہ کلاس میں نہیں آیا .... سبق حفظ نہیں کیا تھا

(d) تم کھانا کھاؤ گے .... چائے پیو گے

(e) آپ ہمارے ساتھ باہر چل رہے ہیں .... کسی اور کو لے جائیں

Sample Exercise

1. Complete the sentences with expressions having conjunctions.

(a) نہ نو من تیل ہوگا ....

(b) نہ کھلونے ہوں گے ....

(c) اس کے ساتھ سختی سے پیش آؤ ....

(d) وہ لگتا ہی سیدھا ہے ....

(e) اس کا قد بھلے ہی چھوٹا ہے ....

(f) وہ آیا نہیں ....

(g) آسمان میں تارے چمک رہے تھے ....

2. Make fifteen sentences using conjunctions/ disjunctions.

3. Identify the kind of expressions in the sentences given below and write them down:

(a) وہ نہ صرف پڑھا لکھا ہے بلکہ عالم بھی ہے

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(b) شاہد نے کھانا کھایا اور بچوں نے دودھ پیا

(c) تم بمبئی جاؤگے یا آگرہ

(d) کیونکہ اس نے مجھ سے ملنے کا وعدہ کیا تھا اس لیے میں یہاں آیا

(e) امتحان کی تیاری اچھی طرح کرو ورنہ فرسٹ کلاس نہیں آئے گی

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Unit   4
Complex Sentences

Structure

4.4.0 Objectives

If you read this unit carefully you will

● know the structure of a complex sentence of Urdu

● recognise the form of a relative clause

● perceive the structure of a complement construction

● learn about the form of ʃ construction

4.4.1 Introduction

A complex sentence is a sentence that consists of a main clause and one or more subordinate clauses. Main clause or principle clause is one which can stand on its own while a dependent clause cannot stand on its own but depends on the

principal clause., e.g,

(1) احمد نے کہا کہ وہ اب کتاب پڑھے گا

Ahmed said that he will now read a book.

Here the expression کہ وہ اب کتاب پڑھے گا cannot stand on its own and hence is a dependent clause which needs the main clause احمد نے کہا for its completion. Sentences in which a main clause occurs with one or more subordinate clauses are called complex sentences. We will look at the process of subordinate construction more carefully نے in the next section.

4.4.2 Complex sentences

You already know that sentences in which a main clause occurs with one or more subordinate clauses are called complex sentences. Look at the examples below:

(1) جو لڑکا محنت کرتا ہے وہ ضرور کامیاب ہوتا ہے

The boy, who works hard, definitely succeeds.

(2) احمد نے حامد سے کہا کہ وہ کار ضرور خرید لے گا

Ahmed told Hamid that he would definitely buy a car.

In sentence (1) the expression جو لڑکا محنت کرتا ہے (the boy who works hard) cannot stand on its own as a sentence, and hence is a subordinate clause. It is called a relative clause. It depends for its completion on the main clause وہ ضرور کامیاب ہوتا ہے (he definitely succeeds). A relative clause is a subordinate clause which is dependent on a noun or a pronoun and it is usually introduced by a relative pronoun like جو , جس, جن.

In Sentence (2) the clause کہ وہ کار ضرور خرید لے گا (that he would definitely buy a car) is also a dependent clause as it cannot stand on its own as a sentence. It needs the main clause

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کہا ‪‬ سے حامد نے احمد (Ahmed told Hamid) for its completion. Such clauses are called complement clauses. **Complement clauses** are subordinate clauses which function as a subject or an object of the verb in the principle caluse. In (2) the complement is functioning as an object.

4.4.3 Relative clauses

Relative clause is a subordinate clause which is dependent on a noun or a pronoun and is usually introduced by a relative pronoun. Let us first look at the relative clauses in Urdu. Read the following sentences with the relative clause underlined:

(1) ‫جو لڑکی اچھا گائے گی اس کو انعام ملے گا‬

The girl who will sing well, will get the prize.

(2) ‫جس کرسی پر آپ بیٹھے ہیں اس کی ایک ٹانگ ٹوٹی ہوئی ہے‬

The chair on which you are sitting has a broken leg.

Sentence (1) and (2) can be viewed as:

‫اُس لڑکی کو (وہ لڑکی اچھا گائے گی) انعام ملے گا‬

‫اس کرسی کی (اس پر آپ بیٹھے ہیں) ایک ٹانگ ٹوٹی ہوئی ہے‬

It can be seen that because of the commonness in noun phrases in the two simple sentences the `inner' independent clauses form relative clauses.

It should be kept in mind that the relative pronouns in Urdu start with a ‫ج‬. A list of the relative pronouns is given below:

‫جو، جس نے‬	who	‫جب‬	when
‫جس کو‬	whom	‫جدھر، جس طرف‬	which way
‫جہاں‬	where	‫جس جگہ‬	which place

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Another fact that is to be kept in mind is the position of the relative clause in a sentence of Urdu. Read the sentences below:

(3)   جو آدمی قابل ہے صرف وہی ترقی کر سکتا ہے

A person who is competent only he can make
progress.

(4)   صرف وہ آدمی ہی جو قابل ہے ترقی کر سکتا ہے

(5)   وہ آدمی ہی صرف ترقی کر سکتا ہے جو قابل ہے

From examples (3), (4) and (5) we can say that the relative clause in Urdu occurs:

(i)   to the right of the main or head noun phrase (underlined) as in (3).

(ii)   to the left of the noun phrase as in (4).

(iii)   away from the noun phrase as in (5).

4.4.4   Complement clauses

Complement clause is a subordinate clause which functions either as a subject or as an object. Let us now look at the complement clauses of Urdu. The complementiser or the word that joins the main clause to the subordinate clause has been double underlined and the subordinate clause has a single underline.

(1)   احمد نے رشید سے کہا کہ وہ آج دیر سے آئے گا

Ahmed told Rasheed that he would be coming late today.

(2)   ہم نے سنا تھا کہ کل سے جلسہ شروع ہوگا

We had heard that the meeting would commence tomorrow.

(3)   اس نے سوچا تھا کہ اس کی بہن یہ کام کر لے گی

She thought that her sister would be able to do this work.

Notice in sentences (1), (2) and (3) that

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(i) the main clause and the subordinate clause are linked by the linker (complementizer) کہ (that) and this linker precedes the subordinate clause; and

(ii) the subordinate clause follows the main clause.

Another fact that should be noticed in the above sentences is that while the verb of the main clause is in the past tense, the verb of the subordinate clause is in the future tense. In fact, we can generalise that the tenses of the verbs in the main clause and the subordinate clause need not be the same.

4.4.5 کر constructions

Look at the following sentences:

(1) لڑکا گھر گیا اُس نے کھانا کھایا

The boy went home. He had his meals.

اُس نے کپڑے بدلے اور دفتر گیا

He changed his clothes and went to the office.

(2) لڑکے گھر گئے انھوں نے کھانا کھایا

The boys went home. They had their meals.

انھوں نے کپڑے بدلے اور دفتر گئے

They changed their clothes and went to the office.

(3) لڑکی گھر گئی اُس نے کھانا کھایا

The girl went home. She had her meals.

اُس نے کپڑے بدلے اور دفتر گئی

She changed her clothes and went to the office.

(4) لڑکیاں گھر گئیں انھوں نے کھانا کھایا

The girls went home. They had their meals.

انھوں نے کپڑے بدلے اور دفتر گئیں

They changed their clothes and went to the office.

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Sentences 1 to 4, do occur in Urdu. However all these sentences/clauses can be replaced by the following sentences:

(1a) لڑکا گھر آکر کھانا کھا کر کپڑے بدل کر دفتر گیا

The boy came home, had his meals, changed his
clothes (and) went to the office.

(2a) لڑکے گھر آکر کھانا کھا کر کپڑے بدل کر دفتر گئے

The boys came home, had their meals, changed
their clothes (and) went to the office.

(3a) لڑکی گھر آکر کھانا کھا کر کپڑے بدل کر دفتر گئی

The girl came home, had her meals, changed her
clothes (and) went to the office.

(4a) لڑکیاں گھر آکر کھانا کھا کر کپڑے بدل کر دفتر گئیں

The girls came home, had their meals, changed
their clothes (and) went to office.

Notice that in sentence 1, there are four sentences. We call a sentence or clause when it has a finite verb (we had already mentioned that a finite verb is a verb form which agrees with the subject in number and gender. We have also discussed earlier that ـے construction behaves differently). In sentences 5 to 8 each one of them is one sentence because there is only one finite verb form, as دفتر گئی، دفتر گئیں، دفتر گئے، دفتر گیا while all other finite clauses

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have been converted into verb root + ر construction.. Notice also verb root +ر do not change with gender and case. This is very common in Urdu. The sentences preceding the final clause can be in the past, present or future tenses. Compare the following sentences.

(5) ‫لڑکا گھر آتا ہے وہ کھانا کھاتا ہے‬

The boy comes home. He has his meals.

‫وہ کپڑے بدلتا ہے اور دفتر جاتا ہے‬

He changes his clothes and goes to the office.

(5a) ‫لڑکا گھر آکر کھانا کھاکر کپڑے بدل کر دفتر جاتا ہے‬

The boy after coming home, having his meals,
        changing his clothes goes to office.

(6) ‫لڑکی گھر آتی ہے وہ کھانا کھاتی ہے‬

The girl comes home, she has her food.

‫وہ کپڑے بدلتی ہے اور دفتر جاتی ہے‬

She changes her clothes and goes to the office.

(6a) ‫لڑکی گھر آکر کھانا کھاکر کپڑے بدل کر دفتر جاتی ہے‬

The girl (after) coming home, having her foods,
        changing her clothes goes to office.

(7) ‫لڑکے گھر آتے ہیں وہ کھانا کھاتے ہیں‬

The boys come home. They eat their food.

‫وہ کپڑے بدلتے ہیں اور دفتر جاتے ہیں‬

They change their clothes and go to office.

(7a) ‫لڑکے گھر آکر کھانا کھاکر کپڑے بدل کر دفتر جاتے ہیں‬

The boys (after) coming home, eating their food,
        changing their clothes go to office.

(8) ‫لڑکیاں گھر آتی ہیں وہ کھانا کھاتی ہیں‬

The girls come home. They eat their food.

وہ کپڑے بدلتی ہیں اور دفتر جاتی ہیں

They change their clothes and go to office.

لڑکیاں گھر آ کر کھانا کھا کر (8)

The girls(after) coming home, eating their food,

کپڑے بدل کر دفتر جاتی ہیں

changing their clothes go to office.

Notice that the verb in the sentences (5), (6), (7) and (8) are in the present tense and occur at the end of every simple sentences. However, the main verb in the complex sentences in 5(b), 6(b), 7(b) and 8(b) occurs at the end while the ones subordinated take the basic form of the verb + کر (آکر، بدل کر، کھا کر).

Notice also the following sentences:

لڑکا گھر آ ئے گا وہ کھانا کھائے گا (9)

The boy will come home. He will have his meals.

وہ کپڑے بدلے گا اور دفتر جائے گا

He will change his clothes and will go to office.

لڑکا گھر آ کر کھانا کھا کر (9a)

The boy (after) coming home, havaing his meal.

کپڑے بدل کر دفتر. جائے گا

changing his clothes will go to office.

لڑکے گھر آ ئیں گے وہ کھانا کھائیں گے (10)

The boys will come home. They will eat their food.

وہ کپڑے بدلیس گے اور دفتر جائیں گے

They will change their clothes and go to office.

لڑکے گھر آ کر کھانا کھا کر (10a)

The boys (after) coming home, having their meals,

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کپڑے بدل کر دفتر جائیں گے

changing their clothes will go to office.

لڑکی گھر آئے گی وہ کھانا کھائے گی (11)

The girl will come home. She will have her meals,

وہ کپڑے بدلے گی اور دفتر جائے گی

She will change her clothes and go to office.

لڑکی گھر آکر کھانا کھا کر (11a)

کپڑے بدل کر دفتر جائے گی

The girl (after) coming home, having her meals,
changing her clothes will go to office.

لڑکیاں گھر آئیں گی وہ کھانا کھائیں گی (12)

The girls will come home. They will have their
meals.

وہ کپڑے بدلیں گی اور دفتر جائیں گی

They will change their clothes and will go to office.

لڑکیاں گھر آکر کھانا کھا کر (12a)

کپڑے بدل کر دفتر جائیں گی

The girls (after) coming home, having their meals,
changing their clothes will go to office.

Notice that in verb root+ *ک* construction, whether these come
from present tense, past tense or future tense, or the subject is
singular or plural, or the subject is masculine or feminine the
form verb root+*ک* remains the same.

This is a complex sentence where four sentences become
a complex sentence. *ک* (kar) has no meaning, it is more like a
conjunct verb, where an explicative word has no meaning but
has only a grammatical function. The subject is the same. We
cannot have two different subjects in the root+*ک* (kar)
constructions, e.g., compare the following sentences:

لڑکا گھر گیا عورت نے کھانا کھایا

The boy went home. The lady ate her food.

والد نے کپڑے بدلے اور دفتر گئے

Father changed the clothes and went to office.

This cannot be reduced to a ک construction because in each sentence there is a different subject.

Self - Check Exercise

Fill in the suitable relative pronouns in the sentences given below:

(a) وہ آدمی .... بازار میں ملا تھا آپ کے لیے خط دے گیا ہے

(b) آپ .... کا پتہ پوچھا تھا .... آ گئے ہیں

(c) .... نے آپ کو اپنی غزل سنائی تھی .... کا دیوان شائع ہوگیا ہے

(d) حامد نے .... یہ معاملہ دیکھا تو فوراً اُس نے پولیس میں رپورٹ کی

(e) .... بچے نے شیر کو اپنی طرف آتے دیکھا تو خوف زدہ ہوگیا

2. Make ten sentences using relative pronouns or a complementiser, e.g.

جس، جب، جنھوں نے، جس طرف، جن دنوں، جس سال، کہ، جہاں، جیسا، جس جگہ

3. Complete the following sentences by using ک and اور :

(a) وہ نماز پڑھ .... مسجد سے باہر گیا

(b) انھوں نے کھانا کھایا .... سیر کے لیے چلے گئے

(c) مہمان کمرے میں سامان رکھ .... دوست سے ملنے چلا گیا

(d) حامد بازار سے آیا .... اماں سے اجازت لے .... دوستوں کے ساتھ ہل میدان میں کھیلنے لگا

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4. Write in the space provided the relative/complement clause or the ﴾ const construcion, whichever applicable:

(a) وہ کتاب جو گم ہوگئی تھی کل الماری میں مل گئی ....

(b) شیام نے جس شخص کو طلب کیا تھا وہ آج آگیا ....

(c) حامد نے کہا کہ وہ امتحان میں کامیاب ہو گیا ہے ....

(d) امی نے فرمایا کہ اچھے بچے اپنا کام روزانہ کرتے ہیں ....

(e) شاہد اسکول سے آ کر کتابیں رکھ کر سب سے مل کر کھانا کھا کر سو گیا ....

Sample Exercise

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1. Make ten sentences using Complementiser/relative pronouns.

2. Complete the following complex sentences by using complementiser, ﴾ construction or relative pronouns:

(a) انھوں نے کہا ....

(b) سب نے دیکھا ....

(c) .... مشاعرہ شروع ہوا تو ....

(d) حامد نے سنا ....

(e) شیام استاد کو ہمراہ لے .... لال قلعہ گیا اور وہ اس علاقے میں گھوم رہا تھا .... سب دکانیں یکایک بند ہوگئیں۔

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Block V

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Unit  I
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1. (a) declarative   (b) declarative   (c) negative

     (d) exclamatory   (e) imperative   (f) interrogative

2. (a) انجام دینے دو   (b) گذر جانے دو   (c) نہیں رہا

     (d) کیسی کیسی مخلوق ہے   (e) ہاتھ بھی لگایا

3. (a) کیا خوب   (b) واہ واہ !   (c) کتنی افسوسناک

     (d) یا خدا!   (e) یا اللہ!

4. (a) negative: نہیں پڑھا   (b) affirmative: لایا

     (c) negative: نہیں لگائی   (d) affirmative: گھر گئی ہے

5. (a) imperative   (b) exclamatory

     (c) imperative   (d) imperative

     (e) exclamatory

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Unit  2
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1. (a) کتنے روز   (b) کتنی دور   (c) کس

     (d) کتنے   (e) کس

2. (a) کیسا   (b) کیا   (c) واہ واہ !

     (d) کس قدر   (e) کتنی

4. (a) exclamatory   (b) imperative   (c) exclamatory

     (d) exclamatory   (e) interrogative

Unit 3

1. (a) ✗   (b) ✓   (c) ✓   (d) ✗   (e) ✓

2. (a) کے ساتھ   (b) اور   (c) مگر   (d) البتہ، یا

    (e) تو   (f) ورنہ   (g) تو

3. (a) کیونکہ، اس لیے   (b) نہ صرف، بلکہ   (c) ساتھ ہی

    (d) یا   (e) یا

Unit 4

1. (a) جو   (b) جس نے، وہ   (c) جس شخص، اس

    (d) جب   (e) جیسے ہی

3. (a) کر   (b) اور   (c) کر

    (d) کر، کر، اور

4. (a) relative clause   (b) relative clause   (c) complememt

    (d) complement   (e) کر construction

....

Glossary

English	Urdu
high	اونچا
one, single	ایک
this	اِس
that	اُس

آ

English	Urdu
you (Pl. and polite)	آپ
last	آخری
man	آدمی
to arrive suddenly	آدھمکنا
peach	آڑو
fire	آگ
potato	آلو
mango	آم
to come	آنا
eye	آنکھ
further, forthcoming	آئندہ

ب

English	Urdu
clerk	بابو
talk, chat	بات
king	بادشاہ
cloud	بادل
rainfall	بارش
turn	باری

ا

English	Urdu
sunday	اتوار
to get up	اٹھنا
permission	اجازت
suddenly	اچانک
good	اچھا
to jump up	اچھل پڑنا
to jump	اچھلنا
newspaper	اخبار
hospital	اسپتال
teacher	استاد
school	اسکول
informations	اطلاعات
singlefold	اکہرا
twenty first	اکیسواں
alone, single	اکیلا
Almirah, cupboard	الماری
examination	امتحان
grain	اناج
pomegranate	انار
human being	انسان
prize, award	انعام
English	انگریزی
upon, on	اوپر

to fill	بھرنا	market	بازار
trust, confidence	بھروسا	play, game	بازی
hungry	بھوکا	to win	بازی مار
also	بھی		لے جانا
to send, to deliver	بھیجنا	electricity	بجلی
		hour	(وقت) بجے

پ

pyjama	پاجامہ	child	بچہ
near, close	پاس	argument	بحث
to get	پانا	revenge	بدلہ
fifth	پانچواں	big	بڑا
water	پانی	big	بڑی
paan, beatel	پان	goat	بکری
stone	پتھر	to be sold	بکنا
old	پرانا	to call	بلانا
nourishment	پرورش	high	بلند
on; feather	پر	cat	بلّی
to teach	پڑھانا	monkey	بندر
to read	پڑھنا	to talk	بولنا
chosen; favourite	پسندیدہ	much	بہت
to ripe	پکنا	better	بہتر
to cook	پکانا	best	بہترین
turban	پگڑی	sister	بہن
bridge	پُل	daughter-in-law	بہو
pencil	پنسل	dishonest	بے ایمان
fan	پنکھا	helpless	بے چارہ
police	پولیس	to sit	بیٹھنا
three fourth, three quarters	پون	heavy	بھاری
		to rush	بھاگنا
quarter to	پون بجے	bear	بھالو
		brother	بھائی

211

English	Urdu
sour, bitter	تلخ
you (sing. & pl.)	تم
spectacle	تماشا
spectator	تماشائی
healthy	تندرست
you (sing.), thou	تو
to break	توڑنا
preparation	تیاری
fast	تیز
swift	تیز رفتار
third	تیسرا
oil	تیل
three	تین
threefold	تہرا
was	تھا
fatigued, tired, exhausted	تھکا ہارا
little, less	تھوڑا

ٹ

English	Urdu
cap	ٹوپی
cold	ٹھنڈا

ج

English	Urdu
to go	جانا
to know	جاننا
place	جگہ
soon, quickly	جلدی
collection	جمع
to collect	جمع کرنا

English	Urdu
mountain	پہاڑ
first	پہلا/پہلے
to wear	پہننا
output; crop	پیداوار
foot	پیر
to deal	پیش آنا
to drink	پینا
spade	پھاوڑا
fruit	پھل
flower	پھول

ت

English	Urdu
crown	تاج
star	تارا
history	تاریخ
lock	تالا
pond	تالاب
tonga	تانگہ
ruined	تباہ
to ruin	تباہ کرنا
gift	تحفہ
throne	تخت
progress	ترقی
picture	تصویر
praise	تعریف
relation	تعلق
education	تعلیم
educational	تعلیمی
educated	تعلیم یافتہ
search	تلاش

English	Urdu
whom(whomsoever)	جنہیں
whoever	جو بھی
shoe	جوتا
wife	جورو
who, which	جو/جس نے
pocket	جیب
clash, quarrel	جھگڑا
falsehood, lie	جھوٹ

چ

English	Urdu
psychophant	چاپلوس
psychophancy	چاپلوسی
knife	چاقو
moon	چاند
silver	چاندی
tea	چائے
to chew	چبانا
silently	چپکے چپکے
uncle	چچا
aunt	چچی
bird	چڑیا
to pick	چگنا
to walk	چلنا
to go away	چلے جانا
to shine	چمکنا
fourth	چوتھا
thief	چور
four fold	چوگنا
thing; matter	چیز
printing	چھپائی

English	Urdu
ceiling; roof	چھت
sixth	چھٹا/چھٹی
stick	چھڑی
relief; concession	چھوٹ
small	چھوٹا/چھوٹی
minor	چھوٹی چھوٹی
to leave	چھوڑنا

ح

English	Urdu
jealousy	حسد
beautiful	حسین
protection, safety	حفاظت
to protect, to give protection	حفاظت کرنا
to learn by heart	حفظ کرنا
reservoir	حوض

خ

English	Urdu
bad	خراب
walking gently	خراماں
letter	خط
calligraphy	خطاطی
beautiful	خوبصورت
happy	خوش
welcome	خوش آمدید
gladness; happiness	خوشی

د

English	Urdu
entered	داخل ہوا
to enter	داخل ہونا
grandfather	دادا

grandmother	دادی
spot, stain	داغ
pulse	دال
grain	دانہ
drawer	دراز
tree	درخت
request; application	درخواست
door	دروازہ
available	دستیاب
tenth	دسواں
turn; time	دفعہ
shop	دکان
double	دگنا
world	دنیا
two	دو
medicine	دوا
inkpot	دوات
far; away, at a distance	دور
to run	دوڑنا
friend	دوست
second	دوسرا
to watch, to see	دیکھنا
wall	دیوار
washing	دھلائی
washerman	دھوبی
to wash	دھونا
slow	دھیرے
slowly	دھیرے دھیرے

ڈ

branch	ڈال
small box	ڈبیا
two and a half	ڈھائی

ذ

through	ذریعہ
intelligent	ذہین

ر

capital	راجدھانی
road, path, way	راستہ
mercy	رحم
script	رسم الخط
rope	رسی
to keep	رکھنا
the month of Ramazan	رمضان
bread	روٹی
fast	روزہ
to weep	رونا
hustle - bustle, shine, liveliness	رونق
to live	رہنا

ز

time, period	زمانہ
earth	زمین
land holding; to be a landlord; landlordship	زمین داری
much; more	زیادہ

214

215

English	اردو
habit	عادت
world	عالم
strange, wonderful	عجیب و غریب
building	عمارت
noble, fine	عمدہ
generally, in genenral	عموماً
woman	عورت

غ

English	اردو
Ghalib, name of a renowned poet; overpowering	غالب
diet, food	غذا
ghazal, a form of poetry	غزل
sorrow	غم
sad, full of sorrow	غمگین

ف

English	اردو
form	فارم
separation	فراق
first class, first division	فرسٹ کلاس
riot	فساد
useless	فضول

ق

English	اردو
rule	قاعدہ
height	قد
fort	قلعہ
pen	قلم
shirt	قمیض
price	قیمت

ک

English	اردو
car	کار
factory	کارخانہ
paper	کاغذ
black	کالا
college	کالج
work	کام
when	کب
cup	کپ
cloth	کپڑا
dog	کتّا
book	کتاب
library	کتاب خانہ / کتب خانہ
how much	کتنا
how many	کتنے
some	کچھ
character	کردار
chair	کرسی
cricket	کرکٹ
to do	کرنا
bitter	کروا
whom	کس کو، کے / کن کو، کھیں

Unit 3

1. (a) ✗   (b) ✓   (c) ✓   (d) ✗   (e) ✓

2. (a) کے ساتھ   (b) اور   (c) مگر   (d) البتہ، یا

    (e) تو   (f) ورنہ   (g) تو

3. (a) کیونکہ، اس لیے   (b) نہ صرف، بلکہ   (c) ساتھ ہی

    (d) یا   (e) یا

Unit 4

1. (a) جو   (b) جس نے، وہ   (c) جس شخص، اس

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3. (a) کر   (b) اور   (c) کر

    (d) کر، کر، اور

4. (a) relative clause (b) relative clause   (c) complememt

    (d) complement   (e) کر construction

....

Glossary

ا

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sunday	اتوار
to get up	اٹھنا
permission	اجازت
suddenly	اچانک
good	اچھا
to jump up	اچھل پڑنا
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teacher	استاد
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singlefold	اکہرا
twenty first	اکیسواں
alone, single	اکیلا
Almirah, cupboard	الماری
examination	امتحان
grain	اناج
pomegranate	انار
human being	انسان
prize, award	انعام
English	انگریزی
upon, on	اوپر
high	اونچا
one, single	ایک
this	اس
that	اُس

آ

English	Urdu
you (Pl. and polite)	آپ
last	آخری
man	آدمی
to arrive suddenly	آدھمکنا
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fire	آگ
potato	آلو
mango	آم
to come	آنا
eye	آنکھ
further, forthcoming	آئندہ

ب

English	Urdu
clerk	بابو
talk, chat	بات
king	بادشاہ
cloud	بادل
rainfall	بارش
turn	باری

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fruit	پھل
flower	پھول

ت

English	Urdu
crown	تاج
star	تارا
history	تاریخ
lock	تالا
pond	تالاب
tonga	تانگہ
ruined	تباہ
to ruin	تباہ کرنا
gift	تحفہ
throne	تخت
progress	ترقی
picture	تصویر
praise	تعریف
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education	تعلیم
educational	تعلیمی
educated	تعلیم یافتہ
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spectator	تماشائی
healthy	تندرست
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to break	توڑنا
preparation	تیاری
fast	تیز
swift	تیز رفتار
third	تیسرا
oil	تیل
three	تین
threefold	تہرا
was	تھا
fatigued, tired, exhausted	تھکا ہارا
little, less	تھوڑا

ٹ

English	Urdu
cap	ٹوپی
cold	ٹھنڈا

ج

English	Urdu
to go	جانا
to know	جاننا
place	جگہ
soon, quickly	جلدی
collection	جمع
to collect	جمع کرنا

ceiling; roof	چھت	whom(whomsoever)	جنہیں
sixth	چھٹا/چھٹی	whoever	جو بھی
stick	چھڑی	shoe	جوتا
relief; concession	چھوٹ	wife	جورو
small	چھوٹا/چھوٹی	who, which	جو/جس نے
minor	چھوٹی چھوٹی	pocket	جیب
to leave	چھوڑنا	clash, quarrel	جھگڑا
		falsehood, lie	جھوٹ

ح

jealousy	حسد		
beautiful	حسین		
protection, safety	حفاظت		
to protect, to give protection	حفاظت کرنا		
to learn by heart	حفظ کرنا		
reservoir	حوض		

چ

psychophant	چاپلوس		
psychophancy	چاپلوسی		
knife	چاقو		
moon	چاند		
silver	چاندی		
tea	چائے		
to chew	چبانا		
silently	چپکے چپکے		
uncle	چچا		
aunt	چچی		
bird	چڑیا		
to pick	چگنا		
to walk	چلنا		
to go away	چلے جانا		
to shine	چمکنا		
fourth	چوتھا		
thief	چور		
four fold	چوگنا		
thing; matter	چیز		
printing	چھپائی		

خ

bad	خراب
walking gently	خراماں
letter	خط
calligraphy	خطاطی
beautiful	خوبصورت
happy	خوش
welcome	خوش آمدید
gladness; happiness	خوشی

د

entered	داخل ہوا
to enter	داخل ہونا
grandfather	دادا

213

grandmother	دادی	branch	ڈال
spot, stain	داغ	small box	ڈبیا
pulse	دال	two and a half	ڈھائی

ڈ

ذ

grain	دانہ	through	ذریعہ
drawer	دراز	intelligent	ذہین

ر

tree	درخت	capital	راجدھانی
request; application	درخواست	road, path, way	راستہ
door	دروازہ	mercy	رحم
available	دستیاب	script	رسم الخط
tenth	دسواں	rope	رسّی
turn; time	دفعہ	to keep	رکھنا
shop	دکان	the month of Ramazan	رمضان
double	دُگنا	bread	روٹی
world	دنیا	fast	روزہ
two	دو	to weep	رونا
medicine	دوا	hustle - bustle, shine, liveliness	رونق
inkpot	دوات	to live	رہنا

ز

far; away, at a distance	دور	time, period	زمانہ
to run	دوڑنا	earth	زمین
friend	دوست	land holding; to be a landlord; landlordship	زمین داری
second	دوسرا	much; more	زیادہ
to watch, to see	دیکھنا		
wall	دیوار		
washing	دھلائی		
washerman	دھوبی		
to wash	دھونا		
slow	دھیرے		
slowly	دھیرے دھیرے		

214

ش

poet	شاعر
poetry	شاعری

س

seventh	ساتواں
with, together	ساتھ
sari	ساڑی
year	سال
luggage	سامان
vegetable	سبزی
lesson	سبق
soldier	سپاہی
road	سڑک
to teach	سکھانا
to dry (trans.)	سُکھانا
to regale, to tell	سنانا
to hear	سننا
cinema	سنیما
hundredth	سواں
to think, to consider	سوچنا
sun	سورج
to dry (intrans.)	سوکھنا
planet	سیارہ
ink	سیاہی
apple	سیب
simple; simpleton	سیدھا
to learn	سیکھنا
flood	سیلاب

---

pupil	شاگرد
evening	شام
brave	شجاع
sharbat, soft drink	شربت
section, department	شعبہ
couplet; verse	شعر
noise	شور
hue and cry	شور و غل
eagerness	شوق
city	شہر
prince	شہزادہ
sweet	شیریں

ص

morning	صبح
century	صدی
only	صرف
row, line	صف
box, trunk	صندوق

ض

necessarily	ضرور
necessity	ضرورت
necessary	ضروری

ط

student	طالب علم

ظ

treachery	ظلم

215

ع

habit	عادت
world	عالم
strange, wonderful	عجیب و غریب }
building	عمارت
noble, fine	عمده
generally, in genenral	عموماً
woman	عورت

غ

Ghalib, name of a renowned poet; overpowering	غالب
diet, food	غذا
ghazal, a form of poetry	غزل
sorrow	غم
sad, full of sorrow	غمگین

ف

form	فارم
separation	فراق
first class, first division	فرسٹ کلاس }
riot	فساد
useless	فضول

ق

rule	قاعده

height	قد
fort	قلعہ
pen	قلم
shirt	قمیض
price	قیمت

ک

car	کار
factory	کارخانہ
paper	کاغذ
black	کالا
college	کالج
work	کام
when	کب
cup	کپ
cloth	کپڑا
dog	کتا
book	کتاب
library	کتاب خانہ / کتب خانہ
how much	کتنا
how many	کتنے
some	کچھ
character	کردار
chair	کرسی
cricket	کرکٹ
to do	کرنا
bitter	کڑوا
whom	کس کو، کسے / کن کو، کنہیں }

English	Urdu		English	Urdu
warm; hot	گرم		boat	کشتی
to fall	گرنا		axe	کلہاڑی
talk; chat; discussion; conversation	گفتگو		tomorrow	کل(آنے والا)
to chat, to talk; to discuss	گفتگو کرنا		yesterday	کل(گزرا ہوا)
ball	گیند		unlucky	کمبخت
times (like three times)	گنا		bank	کنارہ
house	گھر		dull	کند
family	گھرانہ		to	کو
pitcher	گھڑا		effort, try	کوشش
watch	گھڑی		who	کون
bell	گھنٹی		any; some	کوئی
horse	گھوڑا		several; many; some	کئی

ل

English	Urdu
red	لال
Red Fort	لال قلعہ
to bring	لانا
tasty	لذیذ
boy	لڑکا
girl	لڑکی
to fight, to quarrel	لڑنا
to write	لکھنا
to seem, to be hit	لگنا
tall	لمبا/لمبی
people	لوگ
iron	لوہا
hot wind	لو

Continuing right column:

English	Urdu
story	کہانی
to say	کہنا
what	کیا
banana	کیلا
to eat; food	کھانا
window	کھڑکی
player	کھلاڑی
to be open	کھلنا
toy	کھلونا
to open	کھولنا
game	کھیل
to play	کھیلنا

گ

English	Urdu
vehicle; bus	گاڑی
song	گانا